



# Guilsborough Academy

*Guilsborough Multi Academy Trust*



# SENDCO

*Candidate Information Pack*

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# Letter from the Principal

Thank you for expressing interest in our Academy, particularly regarding the exciting new position of Special Educational Needs and Disabilities Coordinator (SENDCO).

I understand the significance of making informed decisions when considering a new opportunity. To help you learn more about us, I encourage you to visit our website at <https://www.guilsborough.northants.sch.uk/> where you can access a wealth of information, including recent newsletters.

For those considering applying, we will be offering tours to provide a first-hand experience of the academy and its values. If you would like to schedule a tour, please reach out to our HR department at [hr@guilsborough.northants.sch.uk](mailto:hr@guilsborough.northants.sch.uk).

Our Ofsted report, available [here](#), outlines our clear behaviour system and effective safeguarding processes.

While many of our staff members have longstanding tenures, I became the Principal of Guilsborough in September 2020 and was warmly welcomed. The supportive atmosphere among colleagues in their dedication to our students has been a highlight. Positive messages from parents/carers, showcased on our website, further attest to our commitment to ensuring students consistently achieve their potential. Colleagues who have been with us for an extended period often cite the students, their fellow colleagues, and the available training and career development opportunities as reasons for their continued commitment.

I firmly believe that by attracting exceptional staff, prioritising their well-being, and fostering an environment conducive to their growth, we can continue to provide our students with the high-quality education they deserve.

If you believe that Guilsborough Academy aligns with your aspirations, we welcome your application.

Best wishes for the future.

**Simon Frazer**  
**Principal of Guilsborough Academy**



# About Us



At Guilsborough Academy, learning is designed to be both enjoyable and academically challenging. This is underpinned by a strong commitment to inclusive practice, high-quality teaching and a belief that every student – regardless of their starting point or need – can achieve success.

We are proud of the significant developments within our SEND provision in recent years. Through a clear strategic focus on early identification, high-quality teaching for all and targeted, evidence-informed interventions, we have strengthened the support available for students with additional needs. Our approach ensures that provision is carefully matched to individual need, enabling students with SEND to make strong progress both academically and personally.

As an inclusive 11–19 community, we educate students of all abilities and from a wide range of backgrounds. We have worked deliberately to embed a culture where inclusion is everyone's responsibility – with staff supported through ongoing professional development to deliver adaptive teaching and effective classroom strategies. This has led to improved consistency in provision and strengthened outcomes for students with SEND.

Our SEND department plays a central role in this work, working collaboratively with teaching staff, pastoral teams, families and external agencies to provide holistic and responsive support. We are committed to ensuring that students with additional needs feel valued, supported and fully included in all aspects of academy life, and that their voice is heard and acted upon.

Alongside strong academic outcomes, we offer a broad programme of enrichment and personal development opportunities, ensuring that students with SEND are supported to access the full curriculum and wider school experience. This is complemented by an excellent careers programme, including our CEIAG award, which ensures all students are well informed and well prepared for their next steps.

We place a strong emphasis on wellbeing and are proud to be a Carnegie Gold Standard Accredited organisation for mental health for both students and staff. We have also signed the DfE Education Staff Wellbeing Charter, reflecting our commitment to creating a safe, nurturing and supportive environment where every individual feels respected, included and able to succeed.

# Advert

## Contract Type:

- Permanent
- 1.0 FTE

## Salary:

- M1 - UPS 3
- TLR1 £13,168
- £1,000 Welcome Bonus \*

*\*Terms and conditions apply*

## Start date:

- September 2026

## How to apply:

**Please apply via our My New Term Platform [here](#)**

*Guilsborough Academy is committed to safeguarding and promoting the welfare of children and young people, we expect all our staff and volunteers to share this commitment. All appointments are subject to an enhanced DBS check and by completing this application form, you confirm that you have read the DBS Code of Practice and the Safeguarding & Child Protection Policy which is available on our website. An enhanced DBS check, two satisfactory references, identity and medical checks are mandatory for all posts within Guilsborough Multi Academy Trust. Our Safeguarding and Child Protection policy is available [here](#). We are also committed to meeting the requirements of disability discrimination and other legislation.*

*Situated in the idyllic Northamptonshire countryside, Guilsborough Academy is a supportive and friendly school which aims to fulfil our mission statement: learning without limits. We are easily accessible from the M1/M6 and A14 in just five minutes, offer outstanding professional development entitlement and provide superb resources.*

## Special Educational Needs and Disabilities Co-Ordinator (SENDCO)

At Guilsborough Academy, we are committed to providing an inclusive and supportive learning environment for all our students. We believe that every student deserves the opportunity to succeed, and our dedicated team works tirelessly to ensure that all students, regardless of their needs, receive the best possible education.

As part of our continued focus on strengthening and developing our provision, we are seeking a passionate and experienced SENDCO to join our team. This is an exciting opportunity to build on the strong foundations that have already been put in place and play a key role in shaping the next phase of our inclusive practice.

The successful candidate will play a crucial role in leading and managing the provision for students with special educational needs and disabilities. There will be no teaching element with this role; however, applicants must hold QTS. You will work closely with teachers, parents and external agencies to ensure that our students receive the support they need to thrive.

### About You:

- Qualified Teacher Status (QTS) and a National Award for SEN Coordination (or willingness to work towards it)
- Proven experience in a similar role within an education setting
- Strong knowledge of the SEND Code of Practice and relevant legislation
- Excellent communication and interpersonal skills
- Ability to work collaboratively with a range of stakeholders
- A commitment to inclusive education and the ability to inspire and motivate others

Visits to the school are warmly welcomed. We recognise the importance of candidates gaining a full understanding of the role and our provision, and opportunities to meet with our current SENDCO to discuss the position and the work of the department can be arranged.

To arrange a visit or informal discussion, please contact our HR Department at [hr@guilsborough.northants.sch.uk](mailto:hr@guilsborough.northants.sch.uk) or on 01604 740641.

# Applications

## **My New Term**

Guilsborough Academy uses My New Term for all internal and external recruitment. We only accept applications submitted via My New Term and cannot consider applications submitted in any other format.

## **The use of AI in Applications**

AI tools may be used to support drafting (e.g. clarity/spellcheck), but your application must accurately reflect your own experience and must not include AI-generated false or exaggerated claims. We may test understanding at interview/assessment. Misuse or excessive use of AI in application may affect shortlisting.

## **Application Windows**

We occasionally close vacancies early in the event that we receive a high volume of applications. Interviews may begin soon after receipt of applications for shortlisted candidates, therefore we recommend that you apply early.

Equally, if we do not receive sufficient applications to generate a large enough field, we may extend the application period. Candidates will be kept informed if this is the case.

## **Online searches**

As part of our rigorous Safer Recruitment process, Guilsborough Academy has adopted the practice of online searches including Social Media for external shortlisted candidates. The purpose of the search is to enable us to fulfil our duty under Keeping Children Safe in Education and is part of our due diligence to identify any incidents or issues that have happened, and are publicly available online, which we may need to discuss with you during interview. Therefore, if you are shortlisted for a role, an appropriate online search will be undertaken on your name(s).

Consent to an online search is included in the Guilsborough Academy application form. Searches are based on publicly available information, therefore where your profiles are private or are locked, no further search will be required on these pages. Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.

Guilsborough Multi Academy Trust is passionate about its values of Respect, Aspiration, Responsibility and Equality. We are committed to an inclusive workforce that represents many different cultures, backgrounds and viewpoints.

Our community is predicated on mutual respect through tolerance, trust and honesty. We have high aspirations for all and develop resilience to overcome any obstacles which might stand in our way. We take responsibility for our actions to ensure we are working positively together. We appreciate others by the strength of character they show and seek equality for all.



# Job Description

<b>Post Title</b>	<b>Special Educational Needs and Disabilities Coordinator (SENDCO)</b>
<b>Reports To</b>	SLT Link so SEND
<b>Salary</b>	M1 - UPS3, plus TLR 1
<b>Hours</b>	1.0 FTE
<b>Contract Type</b>	Permanent
<b>Preferred Start Date</b>	September 2026

## RESPONSIBILITIES OF THE JOB

### Overview of the role

The SENDCO will:

- Help the headteacher and governing board determine the strategic development of the special educational needs (SEN) policy and provision in your school
- Have day-to-day responsibility for:
- Implementing the [SEND policy](#).
- Co-ordinating any specific provisions for individual students with SEN, including those with education, health and care (EHC) plans
- Advise staff about SEN strategy and provision
- Work closely with staff, parents and local agencies

### Main Purpose

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination 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
- While the SENDCO will have responsibility for the oversight of provision for students with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of students within their classroom.
- Fulfill the professional responsibilities of a teacher, as set out in the [School Teachers' Pay and Conditions document](#)

- Meet the expectations set out in the [Teachers' Standards](#)
- Take specific responsibility and accountability for the day-to-day management and organisation of their TLR area; SEND Co-Ordinator
- Line manage identified staff, including performance management
- Assist in the smooth running of the school at all times

### **Strategic Development of SEN Policy and Provision**

- Have a strategic overview of provision for students with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for students with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Operation of the SEN policy and co-ordination of provision
- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for students with SEN or a disability
- Implement and lead intervention groups for students with SEN, and evaluate their effectiveness

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

- Identify a student's SEN
- Co-ordinate provision that meets the student's needs, and monitor its effectiveness
- Secure relevant services for the student
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the student
- Communicate regularly with parents/carers
- Ensure if the student transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the student
- Promote the student's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked-after student has SEN or a disability

### **Leadership & Management**

- Work with the Principal and Trust Board to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the Trust Board is required to publish
- Contribute to the School Improvement Plan (SIP) and whole-school policy

- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for students with SEN or a disability

### **Safeguarding**

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for students with SEN
- Remain alert to the fact that students with SEN may be more vulnerable to safeguarding challenges
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of students, including sharing concerns where necessary
- Promote the safeguarding of all students in the school

### **Whole-school organisation, strategy and development**

- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure coordinated outcomes
- Lead by example, with the highest professional and personal standards and classroom management
- Provide leadership within your department and ensure whole school values are represented and understood

### **Management of Staff & Resources**

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them
- Provide line management for employees within your department, providing feedback and additional support as needed
- Be the voice of your department, ensuring staff experiences and opinions are represented within the school, including dealing with any issues on a day-to-day basis
- Lead and manage teaching assistants (TAs) working with students with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

### **Health, Safety & Discipline**

- Promote the safety and wellbeing of students
- Maintain good order and discipline among students, managing behaviour effectively to ensure a good and safe learning environment

### **Communication**

- Communicate effectively with staff, students, parents and carers

### **Working with colleagues and other relevant professionals**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

### **Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

### **Additional areas of responsibility for the upper pay range (UPR) – if applicable**

- Contribute significantly to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values
- Have extensive knowledge of your subjects/curriculum areas, related pedagogy and assessment
- Provide a critical role in the life of the Academy
- Be a role model for teaching and learning
- Make a distinctive contribution to the raising of student standards
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning
- Provide pastoral care as required and being aware of mental health and wellbeing needs

### **General**

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).

- To promote and safeguard the welfare of young and vulnerable people.
- Supervise students whilst they are on their lunch break.
- To be aware of, and assume the appropriate level of responsibility for, safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted in the course of duty
- To be aware of and adhere to applicable rules, regulations, legislation and procedures including the schools equality policy and Code of Conduct and national regulations such as Data protection and Health and Safety.
- To adhere to GDPR and Data protection regulations, whilst maintaining confidentiality.
- To attend relevant meetings and training sessions in line with their employment contract
- All members of staff are required to participate in the school's appraisal scheme.

This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

*Guilsborough Academy is committed to safeguarding and promoting the welfare of children and young people. All appointments made within Guilsborough Multi Academy Trust are subject to an enhanced DBS check, receipt of two satisfactory references, identity and medical checks within Guilsborough Multi Academy Trust. Our Safeguarding and Child Protection policy is available [here](#).*

*We are also committed to meeting the requirements of disability discrimination and other legislation. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act. If a pending charge, conviction, bind-over or caution has been recorded against you, this will not necessarily debar you from consideration for this appointment. For further information please read out Recruitment of Ex-offenders policy which can be found [here](#).*

This job description and related documents provide the standards and framework for Performance Management Objectives for a Main and Upper Pay Range Teacher which will be set under the School's Appraisal Policy before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the School's plans for improving the School's educational provision and performance and improving the educational opportunities of pupils at that School.

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 teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal / Line Manager.

This job description will be reviewed and updated periodically to ensure that it relates to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Principal / Line Manager in consultation with the post holder. In these circumstances, it will be the aim to reach agreement on reasonable changes but if agreement is not possible, management reserves the right to make changes to the job description following consultation.

**Signed:**

**Date:**

# Person Specification

## Qualifications and Training

- Qualified to degree level
- Qualified Teacher Status
- Right to Work in the UK
- National Award for Special Educational Needs Co-ordination, or a willingness to complete it within 2 years of appointment

## Experience

- Teaching experience
- Experience of working at a whole-school level
- Involvement in self-evaluation and development planning
- Experience of conducting training/leading INSET
- Experience of line management and leadership

## 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 pupils and promoting the ethos and values of the school
- Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding and equality

**Signed:**

**Date:**

# Rewarding and Supporting Our Employees



We value our staff, and we are very aware that the positive contribution of all staff is a significant factor in the success and long-term sustainability of our academy. Without the energy, drive and enthusiasm of our staff, the academy would not be in the successful place it is today or as prepared to face new challenges in the future. We are committed to developing well-being initiatives to support all our staff and are able to offer:

- Carnegie Gold Standard Accredited organisation for mental health for both students and staff.
- A dedicated staff Wellbeing Committee who deliver standards under the DfE Wellbeing Charter.
- £500 Refer a Friend payment scheme, plus a welcome bonus for your friend\*.
- A £1,000 welcome bonus to all new employees employed on a permanent contract\*.
- Access to trained staff Mental Health First Aiders.
- A developmental and supportive culture for continued professional development.
- A stunning rural location.
- HR Services on site.
- Eye Tests.
- Free annual Flu Vaccinations for all staff.
- Access to 24/7 telephone counselling service for staff & their immediate family via Health Assured.
- Free access to our Fitness Suite.
- Our in-house catering firm, Innovate, offer a healthy range of food at both break and lunch-time.
- Free lunch if undertaking an evening duty.
- Free and secure car parking on site.
- PTA. We have a very active PTA group that all staff can get involved in if they wish.
- Employee Benefits Scheme.



\*Terms and Conditions apply.



# Contact Us

## Visit us:

Guilsborough Academy  
West Haddon Road  
Guilsborough  
Northampton  
NN6 8QE

## Call us:

01604 740641

## Email us:

[info@guilsborough.northants.sch.uk](mailto:info@guilsborough.northants.sch.uk)

## Visit our website:

<https://www.guilsborough.northants.sch.uk/>

## Follow us on our Social Media

