



RECRUITMENT PACK

Senior SEND Support

CONTENTS

Welcome from Claire Hunt, Headteacher	3
Welcome from Francis Hindle, Chair of the Board of Governors.....	4
Senior SEND Support	5
Job Description	6
Job Purpose.....	6
Person Specification.....	10
How to apply.....	11



WELCOME FROM CLAIRE HUNT, HEADTEACHER

Dear Applicant,

Thank you for your interest in joining St Augustine's RC High School.

St Augustine's is a vibrant and outward-looking Catholic school rooted in Gospel values and the teachings of the Church. Christ is placed at the centre of all that we do, shaping a culture built on humility, compassion and recognition of the dignity of every individual. Our mission is lived out daily through our commitment to act humbly, love tenderly and seek God in all things.

This is an exciting new role for the St. Augustine's community as we seek to continue to develop the quality of education for pupils with SEND. This role is crucial to promote a culture where colleagues and pupils have high aspirations, the determination to succeed, and opportunities to make exceptional progress.

We are proud of our strong reputation for high standards, excellent behaviour and exceptional pastoral care. Our pupils are ambitious, enthusiastic and deeply committed to their learning, and they are supported by a dedicated team of staff who work tirelessly to help every child fulfil their God-given potential. Our curriculum is broad, balanced and inclusive, ensuring that all pupils — including those with additional needs — are known, nurtured and challenged.

Our Catholic life and mission shapes every aspect of school life. This was recognised by the Diocese of Salford, who judged the school to be outstanding in all areas, praising our leadership, our sense of community and the exceptional quality of pastoral support offered to our pupils. Ofsted has also affirmed the strength of our provision, highlighting the positive relationships, strong community spirit and the high levels of success our pupils achieve as they prepare for their next steps.

If you are considering joining us, I hope this recruitment pack provides a sense of the values, aspirations and culture that define our school. We are a welcoming, hardworking and supportive community, and we look forward to welcoming colleagues who share our commitment to excellence, faith and service.

We look forward to receiving your application.

Yours faithfully,

Claire Hunt

WELCOME FROM FRANCIS HINDLE, CHAIR OF THE BOARD OF GOVERNORS

Dear Applicant,

St Augustine's is an oversubscribed mixed 11-16 Roman Catholic High School. From our original intake of 450 pupils in 1963 we have grown steadily in popularity and are now one of the largest Catholic high schools in Lancashire. Our location is enviable. Surrounded by fields, with Pendle Hill as a backdrop, we enjoy a beautiful rural setting. Billington is a short walk from the ruined twelfth century Cistercian Abbey of Whalley, one of the most attractive villages in the Ribble Valley. The school is also a short drive away from the market town of Clitheroe, dominated by its little castle, and the Pendle villages associated with the seventeenth century witchcraft trials. The Ribble Valley is a lovely part of the world, often listed in the "Best Places to Live in the UK" surveys, and despite being largely rural, its population is rising.

The school has a large catchment area. We have ten partner primaries, four of which are small rural schools. Around 95% of the Year 6 pupils in our partner primaries move on to us. The socio-economic profile of our intake is diverse and reflects our comprehensive nature. In December 2022, St Augustine's joined the Romero Catholic Academy Trust, one of the three Multi Academy Trusts (MAT) established by the Salford Diocese. You can find out more at www.romerocat.com

If you are the successful candidate, you will be a welcome addition to our school. Our school website, www.sarchs.com, has a wealth of information about life at St Augustine's so do please take a look at it if you would like to learn more about our school.

Yours faithfully,

Francis Hindle



JOB ADVERT

SENIOR SEND SUPPORT

PERMANENT/FULL TIME – 37 HOURS, TERM TIME ONLY PLUS 1 WEEK

GRADE 7 PT 19-25

£32,062-£36,363 FTE (£27,823-£32,420 PRO RATA)

RESPONSIBLE TO: SENDCO

MAIN LOCATION: ST AUGUSTINE'S RC HIGH SCHOOL

REQUIRED TO COMMENCE FROM 1ST JUNE 2026

St Augustine's RC High School is a large and friendly school, under the Trusteeship of the Salford Diocese and part of the Romero Catholic Academy Trust, which welcomes pupils of all Christian denominations and world faiths or no faith. Our community is one in which we aim for our pupils to be safe, happy and successful in a positive atmosphere where every person is known, valued and given the support and guidance they need while being excited by the challenges and opportunities before them.

The Senior Send Assistant plays a vital operational and administrative role in ensuring that pupils with special educational needs and disabilities are effectively supported to overcome barriers to learning and achieve their full potential. Working under the direction of the SENDCO, the post holder leads and coordinates the day-to-day systems that underpin high-quality SEND provision, including the graduated approach, EHCPs, Individual Learning Plans, intervention programmes and communication with families and external professionals. Although not holding statutory responsibility, the role is central to translating strategic intent into consistent, compliant and impactful practice, enabling leaders to evidence inclusion, quality and progress for pupils with SEND. This is an exciting opportunity to play a key role in shaping the lives of young people within a supportive Catholic community.

If you feel you have the right skills and attributes we are looking for, then we will be delighted to hear from you.

Visits to the school are warmly welcomed and can be arranged by contacting the school office on **01254 823362** or **Head@sarchs.romerocat.com**

If you wish to apply please do so via the My New Term platform following the link

https://mynewterm.com/sch_job_ads

We are committed to safeguarding and promoting the welfare of young people and expect all staff to share this commitment. The successful applicant will be subject to an Enhanced DBS check.

Closing Date	Friday, 24 th April 2026 (12 noon)
Shortlisting Date	Week commencing Monday, 27 th April 2026
Interview Date	Week commencing Monday 4 th May 2026

SENIOR SEND SUPPORT

JOB DESCRIPTION

The senior SEND support will provide high-level administrative and operational leadership for the school's SEND provision, ensuring that systems, processes and documentation relating to pupils with SEND are efficient, compliant and consistently applied.

Working under the direction of the SENDCO, the post holder will lead and coordinate the day-to-day operation of SEND arrangements, including the graduated approach, Individual Learning Plans, consultations, and in-year pupil transfers. This will enable the school to meet statutory expectations and demonstrate effective inclusive practice.

The role will support senior leaders by maintaining accurate records, monitoring timelines, coordinating communication with staff, parents/carers and external professionals, and providing reliable operational oversight of SEND provision. Although the post holder does not hold statutory responsibility for SEND, they will work closely alongside the SENDCO to secure excellent outcomes for pupils with SEND.

They will play a key role in translating strategic intent into effective practice, ensuring that pupils with SEND are supported to overcome barriers to learning and that leaders can evidence impact, consistency and quality of provision.

The post holder will actively support and promote the Catholic ethos of the school, ensuring that all pupils are treated with dignity, compassion and respect.

MAIN DUTIES AND RESPONSIBILITIES

SEND ADMINISTRATION AND OPERATIONAL LEADERSHIP

STRATEGIC DEPLOYMENT AND ORGANISATION OF TEACHING ASSISTANTS

- Coordinate the day-to-day deployment of Teaching Assistants (TAs) to support pupils with SEND in line with identified needs and provision plans.
- Ensure TA deployment reflects the graduated approach and promotes independence rather than dependency.
- Maintain an overview of TA allocation across year groups and subjects, ensuring equitable and effective use of support.

TIMETABLING AND OPERATIONAL MANAGEMENT

- Line manage Teaching Assistants on a daily basis.
- Produce and maintain detailed TA timetables, ensuring clarity of roles, consistency of support and flexibility.
- Adjust TA deployment in response to staff absence, pupil need or operational pressures, escalating significant concerns to the SENDCO.
- Ensure deployment supports inclusion and minimises disruption to curriculum access.
- Lead on appraisal and quality assurance of Teaching Assistants.
- Provide opportunities for staff development and training.



LINKING DEPLOYMENT TO SEND PROVISION

- Ensure TA support aligns with Individual Learning Plans and SEND support strategies.
- Ensure staff have access to relevant pupil information and support strategies.
- Monitor deployment to ensure agreed provision is implemented effectively.

LIAISON WITH STAFF

- Act as a key point of contact between teaching staff and TAs.
- Liaise with teachers and pastoral leaders to ensure support is responsive and coordinated.
- Support staff understanding of the purpose and impact of TA support and interventions.

MONITORING AND REVIEW

- Monitor the effectiveness of TA deployment in meeting pupil needs.
- Gather feedback from staff and TAs.
- Identify patterns such as over-reliance on 1:1 support or gaps in provision.
- Report findings to the SENDCo and recommend improvements.

CONSULTATIONS AND IN-YEAR PUPIL TRANSFERS

COORDINATION AND ADMINISTRATION

- Coordinate consultation processes for pupils with SEND, including gathering and sharing relevant information with external settings and the local authority.
- Manage documentation relating to in-year pupil transfers, ensuring smooth transitions into and out of the school.
- Maintain accurate and up-to-date records of all consultations and transfers.

DOCUMENTATION AND EVIDENCE

- Collate and prepare documentation to support consultations, including pupil profiles, support strategies and progress summaries.
- Ensure information reflects pupils' needs and current provision accurately.

COMMUNICATION

- Liaise with parents/carers and external professionals regarding consultations and transfer arrangements.
- Ensure communication is timely, clear and professional.

MONITORING

- Track outcomes of consultations and transfers.
- Highlight any concerns or delays to the SENDCO.

INTERVENTION PLANNING, OVERSIGHT AND IMPLEMENTATION

STRATEGIC PLANNING AND COORDINATION

- Coordinate intervention programmes in line with the graduated approach.
- Maintain an overview of provision across the school.
- Ensure interventions complement high-quality teaching.

IDENTIFICATION AND TARGETING

- Support identification of pupils requiring interventions.
- Maintain accurate intervention registers.
- Ensure clear entry and exit criteria for all interventions.

OPERATIONAL OVERSIGHT

- Coordinate timetabling, staffing and locations for interventions.
- Ensure efficient delivery with minimal curriculum disruption.
- Monitor attendance and engagement.

MONITORING PROGRESS AND IMPACT

- Oversee and manage interventions within the department.
- Monitor pupil progress and evaluate the impact of interventions.
- Ensure interventions are adapted where necessary to improve outcomes.
- Report progress and impact to the SENDCo and senior leaders.

COMMUNICATION AND PARENTAL ENGAGEMENT

- Communicate with parents/carers regarding intervention provision and outcomes.

TRANSITION: YEAR 6 TO YEAR 7

PLANNING AND COORDINATION

- Lead coordination of SEND transition from Year 6 to Year 7.
- Establish clear timelines for gathering and sharing information.
- Organise enhanced transition activities where required.

INFORMATION MANAGEMENT

- Collect SEND information from feeder primary schools, including support plans and reports.
- Ensure all information is accurately recorded and shared with staff prior to pupils starting.



TIMETABLING AND STAFFING

- Ensure Teaching Assistant timetables reflect the needs of incoming Year 7 pupils from the start of term.
- Align staffing and support with identified needs and transition information.

IMPLEMENTATION AND REVIEW

- Support transition visits, induction days and bespoke arrangements.
- Ensure early review of SEND support in Year 7.
- Identify and escalate any concerns promptly.

COMMUNICATION

- Act as a key link between primary schools, families and staff.
- Ensure parents/carers are informed and supported throughout transition.

EXAMINATION ACCESS ARRANGEMENTS

- Support with ensuring effective examination access arrangements are in place.

LIAISON WITH EXTERNAL PROFESSIONALS

- Act as a point of contact for external agencies.
- Coordinate referrals and follow-up actions.
- Ensure recommendations are communicated and implemented.

PARENTAL COMMUNICATION

- Act as a professional point of contact for parents/carers.
- Respond to queries regarding SEND provision, interventions, consultations and transitions.
- Coordinate SEND meetings and maintain accurate records.
- Escalate concerns appropriately to the SENDCo.

SAFEGUARDING, HEALTH AND SAFETY AND COMPLIANCE

- Uphold safeguarding responsibilities at all times.
- Follow all school policies and procedures.
- Maintain confidentiality and professionalism.
- Ensure compliance with data protection requirements.

OTHER REQUIREMENTS

- Commitment to Catholic life and mission
- Commitment to safeguarding
- Commitment to equality and diversity
- Commitment to health and safety

SENIOR SEND SUPPORT PERSON SPECIFICATION

Qualifications	Essential (E) Desirable (D)	Evidenced by: Application (A) Certificate (C) Interview (I) Test (T) Reference (R)
Qualifications and Training		
GCSEs (or equivalent) in English and Maths at Grade 4/C or above.	E	A / C
Willingness to undertake further SEND-related training.	E	A / I
Relevant qualifications in SEND, education, health or child development.	D	A / I
Experience of EHCP processes and Annual reviews.	D	A / I
Knowledge and Experience		
Experience of working with children or young people.	E	A / I
Experience of supporting pupils with SEND and/or additional needs.	E	A / I
Experience of managing or contributing to detailed administrative records or casework.	E	A / I
Experience of liaising with external professionals (e.g. Educational Psychologists, CAMHS/ELCAS).	D	A / I / R
Experience of working in a SEND or Inclusion focused role.	D	A / I / R
Experience of working with parents/carers in a professional capacity.	D	A / I
Good understanding of the SEND Code of Practice (2015).	E	A / I
Understanding of the graduated approach (assess-plan-do-review).	E	A / I
Awareness of safeguarding responsibilities, particularly for vulnerable pupils.	E	A / I
Understanding of confidentiality and data protection requirements.	D	A / I
Working knowledge of local authority SEND processes.	D	A / I
Experience of supporting Inspection preparation or reviews.	D	A / I
Familiarity with assistive technology or specialist interventions.	D	A / I
Skills and Abilities		
Excellent written communication skills, with the ability to produce clear, professional reports.	E	A / I / R



Strong verbal communication skills, including working sensitively with parents/carers.	E	A / I / R
Highly organised, with the ability to manage multiple priorities and deadlines.	E	A / I / R
Ability to work independently while knowing when to seek guidance.	E	A / I
Ability to build positive professional relationships with staff and external agencies.	E	A / I
Strong ICT skills, including the use of school information systems.	D	A / I / R
Personal Qualities		
Empathetic, calm and professional manner.	E	A / I / R
Commitment to Inclusion and high expectations for pupils with SEND	E	A / I / R
Resilient and solution focused approach to challenges.	E	A / I / R
Discretion and integrity when handling sensitive information.	E	A / I / R
Creativity and willingness to contribute to wider school life (e.g. clubs, trips).	D	A / I / R
Commitment to the school and Trust's ethos and values.	E	A / I
Other		
Commitment to safeguarding and protecting the welfare of children and young people.	E	A/I
Commitment to equality and diversity.	E	A
Commitment to health and safety.	E	A
Prepared by:	HR Team	Date: March 2026

EQUAL OPPORTUNITIES

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

HEALTH AND SAFETY

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

SAFEGUARDING COMMITMENT

The Trust is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure. An enhanced DBS check and pre-occupational health check are an essential part of the selection and recruitment process.

ATTENDANCE

Good attendance enhances the service delivered by the Trust, minimises staffing difficulties and ensures best value to the schools. It is essential that applicants for positions in the Trust can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

SENIOR SEND SUPPORT

HOW TO APPLY

If you would like to find out more about the position, please contact the School office on **01254 823362** or **Head@sarchs.romerocat.com**

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