



Meridian Trust

Trust SENDV Co-Ordinator

Recruitment Pack



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Welcome from our CEO, Mark Woods



Thank you for your interest in joining the Meridian Trust family.

The success and growth of our Trust has been based on remaining focused on some critical principles:

- Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide.
- Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported.

- We ensure that well-run schools retain and develop their distinct contextual identity, while sharing and contributing to our common values, practices, curriculum approaches and operational systems

Since 2011, thanks to the fantastic work of our staff, our Trust has grown from 1 to 35 academies whilst retaining our focus on working within an area that enables easy movement between our schools. From first developing an application in 2007 to open schools in the new town of Northstowe, we have been committed to the vision of being an all-through and all-inclusive Trust. Our Trust currently consists of 36 schools, 19 primary schools, 13 secondary schools, 3 special schools and 1 all-through.

Meridian also plays a key role in the wider development of education in the region. We are the home to the Cambridge and Peterborough Teaching School Hub and operate a vibrant Initial Teaching Training provider that trains upwards of 100 teachers annually. In addition, our commitment to the local community as an extension of our village college ethos means that we host a range of activity in our schools, including providing leisure and educational opportunities.

If being part of a dynamic, compassionate and dedicated group who believe we can really improve young people's life chances and opportunities by working together appeals to you, we very much look forward to receiving your application.



A Brief History

Meridian Trust, formerly known as Cambridge Meridian Academies Trust (CMAT), is a values-led Trust and has risen to be one of the highest performing academy groups in the country. Our Trust was first formed as an educational trust to create a federation of schools in 2006 with a desire to provide high quality and dynamic education for everyone, right in the heart of our community. Through various government policies, our commitment to collaboration has remained consistent.

Meridian Trust was formed in 2011 to deliver more widely on that clear vision to provide high quality and dynamic education for all at the heart of the communities we serve. Our steady growth since then reflects our commitment to the communities we serve and our track record of success. The period since 2018 has seen an increase in speed of growth as many long term projects matured and our relationship with Sharnbrook Academy Federation emerged.

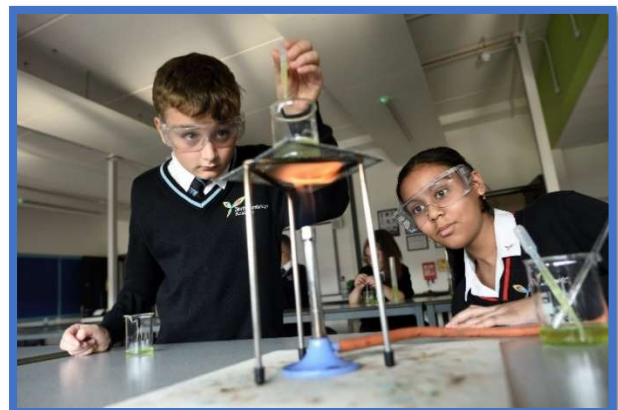
We are currently a family of 36 academies (including 19 primary, 3 special and 13 secondary schools and one all through school). The secondary schools include a University Technology College, an Upper School, four 11-16 schools and six 11-18 schools. We also have 2 new secondary free schools in development. All within 20 miles of Cambridge and Peterborough and the main communication routes between. We merged with Cambridge Primary Education Trust to become the Meridian Trust in April 2022. In addition to operating schools, we are the home of the Cambridgeshire and Peterborough Teaching School Hub, and train more than 150 new teachers each year through Meridian Trust ITT. We retain a

strong commitment to growing and supporting staff throughout their training and career development. We have a proven track record of school improvement and transforming the lives of children and young people over the last 10 years.

Students thrive in Meridian Trust academies as a result of the implementation of our values, our successful and proven systems and our commitment to valuing people. We are among the highest performing multi-academy trusts in the country for student progress. Our academies are well-run and our staff benefit from excellent access to professional development.

Our commitment to the education system goes beyond just our own academies. We operate 'The Cambridge Partnership', one of the largest initial teacher training providers in the country which has recently merged with the SAF ITT, and 'Leadership East' these further strengthen our capacity and commitment to professional development. We also provide support through various SLAs to a number of other trusts and academies.

As a strong, regional multi-academy trust we currently operate schools across Bedfordshire, Cambridgeshire, Lincolnshire, Peterborough, and Northamptonshire. We are proud to have strong partnerships within all these communities.



Trust Vision, Mission and Values

Our values and who we are:

Meridian Trust is a successful multi-academy trust founded on its commitment to people and communities.

Our proven approach over more than a decade has elevated us to a respected and admired academy trust, a national leader in education and a source of great pride to the communities we serve.

Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide.

Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported.

We ensure that well-run schools retain and develop their distinct contextual identity, while sharing and contributing to Meridian Trust values, practices, curriculum approaches and operational systems.

Our Vision:

High-quality educational provision for all at the heart of local communities.

Our Mission:

To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

- Young people become successful learners and confident, empowered individuals;

- Young people are encouraged to think for themselves and act for others, equipping them with the values, attributes, knowledge and skills to make a rewarding contribution to society;
- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families, and other local stakeholders;
- Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported;
- Well-run schools retain and develop their distinct contextual identity while sharing and contributing to the Meridian Trust values, practices, curriculum approaches and operational systems.

The enactment of our values for staff:



Valuing People

Engaged, developed, supported, and consulted.



High Quality Learning Environment

Experts who strive for continual development. Collaborative networks, trusted to deliver.



Pursuit of Excellence

Set ambitious goals and model what success looks like. Eager to improve.



Extending the Boundaries of Learning

Make connections, provide opportunities. Generous and sharing of knowledge and expertise.



Achievement for all

Are accountable for the outcomes we contribute towards and strive for the very best.



Valuing People



High Quality Learning Environment



Pursuit of Excellence



Extending the Boundaries of Learning



Achievement for all

Why work for us

Meridian Trust aims to be the employer of choice for the communities we serve. Since 2010 we have nurtured and developed the careers of many people. You can read about some of those journeys in the 'Meridian Trust People' section of this website. We are committed to making a difference to young people's lives and the communities we serve. Help us make our mission a reality.

Benefits:

As a multi-academy trust of 36 schools, Meridian Trust can provide a wide network of opportunities for collaboration and career development for both teaching and support staff. With an initial teaching training facility and a teaching hub network within our Trust, there are ample opportunities to both, get into teaching, and develop within the profession.

- As well as the above we also offer:
- Unlimited access to CPD via Meridian Learning
- Free annual eye tests
- Access to a free Employee Assistance Programme, offering mental health and wellbeing support

- Unlimited value cycle to work scheme

To see the full range of benefits available, please visit [Employee Benefits - Meridian Trust](#)

How to apply

To apply please complete the online form on MyNewTerm . Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

Closing Date: 1st May 2026

Interviews: W/C 11th May 2026

Applying:

For any questions about the application process please contact:

Sophie Laycock – HR Officer

Email: slaycock@meridiantrust.co.uk

Meridian Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory pre-employment checks including enhanced DBS disclosure. We are committed to diversity & inclusion and equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, race, religion or belief and marriage and civil partnerships. Meridian Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure and barring service check. We expect all adults who work for the Trust to share our commitment to safeguarding



and the health and wellbeing of our students.

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title:	Trust SENDV Coordinator
JD Reference:	JD Core Meridian Trust SENDV Coordinator
School/Academy:	Core Trust
Hours of work:	Full time
Salary:	Leadership Band: P5 Points 9 - 13
Responsible to:	Assistant Director SENDV

Role:	Support the Assistant Director of SENDV to lead and develop the Trust wide SENDV provision.
Purpose of job:	Develop the provision of SENDV across the Trust and support the school based SENDV Coordinators to deliver the highest levels of inclusion, attainment, achievement and attendance.

Responsibilities and Accountabilities:

- Raise standards in learning and attainment through inspiring leadership, quality assuring, supporting the coordination and developing the provision for children with Special Educational Needs and Disability (SEND) and for those who are vulnerable (V); monitoring standards and assessing progress across all trust academies.
- Through supporting the trust SENCo networks, drive the developing, joined-up approach across all academy provision to deliver the highest levels of inclusion, attainment, achievement and attendance for all young people with SEND and / or who are vulnerable.
- Engage with research, national bodies, sources of excellence and the wider practitioner community to continually improve and enhance provision for the most vulnerable children and young people in the trust.
- Champion the best practice and inspire all practitioners to enable every child and young person to achieve their potential.
- Work alongside the Assistant Director SENDV and team to ensure every academy has effective SENDV provision and quality assure this work.
- Support each school to establish a nurturing culture and an appropriate provision for pupils with complex needs as the coordinator for Therapeutic Thinking across the trust.
- Share the responsibility of supporting the trust SENDV network group.



- Support academies across the trust to be creative and innovative in their approach to high quality, appropriate provision. Ensure efficiencies are gained in any cross-trust provision.
- Secure high-quality teaching and learning for pupils with SEND and/or who are vulnerable ensuring the effective implementation of Education Health Care Plans, APDRs, Individual Behaviour plans and systems in place to ensure the graduated approach is used well.
- Work alongside the Assistant director SENDV and team to ensure adequate training and staff development needs are met, with the ambition to evidence that all SEND and vulnerable pupil supports have the opportunity to demonstrate outstanding performance and contribution to provision.
- Support SENCOs in the successful deployment of staff and resources across their school.
- Maintain an up-to-date knowledge of change in SENDV legislation and research providing supporters and SENCOs with updated information and recommended responses as necessary.
- Ensure academy websites effectively fulfil the statutory requirements for the publication of SEND information.
- Ensure high quality information regarding the trust, academy and local offer is available to parents.

SENDV Performance

- Support SENCOs to implement effective approaches to setting baselines for pupils who have SEND and monitoring progress against these.
- Analyse assessment and performance data at an individual school level for named schools on a termly basis with a view to improving outcomes for pupils with SEND.
- Review the use and impact of additional funding (Top Up) at named schools. Use the information gained to inform and improve the provision for these pupils.

Relationships and Partnerships

- Inspire, motivate and enable SENDCOs to carry out their roles to the highest standard through coaching and professional development.
- Encourage and support the participation of supporters and teachers in local SEND networks to enable improved outcomes for pupils.
- Develop strategies to engage the Learner Voice for young people with SENDV to secure views about provision and future opportunities to help ensure the SENDV offer continues to meet young people's aspirations and expectations.

All members of the Meridian Trust staff are responsible personally and collectively for supporting pupils in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the trust at all times.
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity.

- Continuously raising pupils' aspirations and self-esteem.
- Ensuring the highest possible outcomes for pupils.
- Evolving an equitable curriculum.
- Supporting our inclusive ethos.

Support for School/Academy/Place of work:

- Participation in staff events by arrangement.
- Attend Staff Meetings.
- Contribute and participate in Trust events and activities where possible.
- Develop and maintain effective working relationships with other staff and parents/carers.
- Adhere to the Trust values.
- Follow school policies, practices, and procedures.

Data security:

- Act in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR regulations.

Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare.
- To work/operate all equipment within Health and Safety and other legal regulations, including risk assessments.
- Contribute to the maintenance of a safe and healthy environment.

Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust.
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping.
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice.

Child Protection and Safeguarding

- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.

- To inform the Child Protection Officer of any issues relating to the safety and well-being of students.

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

All staff will be subject to an enhanced check with the Disclosure & Barring Service.

Updated: April 2023

Person Specification

Assessment Key:
A = Application Form
I = Interview

Education and Qualification		Essential	Desirable	Assessment
1	Qualified Teacher Status	✓		A
2	Good honours degree or equivalent	✓		A
3	Appropriate further qualifications (eg NASENCO/NPQ SENCO) or willingness to work towards it.	✓		A
4	Evidence of continuing personal and professional development.	✓		A
Experience		Essential	Desirable	Assessment
5	Evidence of delivering professional development activity.	✓		A/I
6	Operational awareness and understanding of legislative SEND frameworks.	✓		A/I
7	Evidence of strong understanding of child protection issues within a school environment (SENDV focus).		✓	A/I
8	Evidence of Safeguarding, Recruitment and Selection Training.		✓	A/I
9	Evidence of delivering professional development to groups of staff.	✓		A/I

10	Experience of both primary and secondary phases in mainstream and/or special schools.		✓	A/I
11	Experience in mainstream or special schools with excellent provision for pupils with SEMH needs.		✓	A/I
Knowledge and understanding		Essential	Desirable	Assessment
12	Evidence as an outstanding SENDV practitioner.	✓		A/I
13	Evidence of successful partnership/multiagency working.	✓		A/I
14	Strong knowledge and understanding of SEMH needs and provision.			I
15	Evidence of delivering 'Outstanding' SENDV outcomes.	✓		I
16	Evidence of raising standards of teaching and learning for pupils who have SENDV.	✓		I
17	Strong knowledge and understanding of SEND needs and interventions.	✓		I
Skills and abilities		Essential	Desirable	Assessment
18	Ability to foster and promote good relationships with all stakeholders.	✓		I
19	High level of personal organisation skills.	✓		I
20	Ability to contribute to team meetings and contribute ideas.	✓		I
Personal Qualities		Essential	Desirable	Assessment
21	Clear thinking, optimistic and resilient person.	✓		I
22	Excellent interpersonal and communication skills.	✓		I
23	Clear, fully inclusive educational philosophy.	✓		I
24	Ability to think creatively and collegiately to solve problems and identify opportunities.	✓		I
25	Commitment to continual improvement and challenging norms.	✓		I

26	High personal standards in terms of attendance, punctuality and organising workload.	✓		!
27	Willingness to undergo further training and development.	✓		I
28	Positive and enthusiastic approach towards work.	✓		I
29	Ability to act on own initiative.	✓		I
30	Professional approach when dealing with all issues and staff.	✓		I
31	Ability to work as part of a team effectively.	✓		I
Child Protection		Essential	Desirable	Assessment
32	Support the Academy policies on safeguarding and child protection.	✓		A/I
Other		Essential	Desirable	Assessment
33	Flexibility of working hours.	✓		A/I