



Moorlands
Learning Trust



Nidderdale High School

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

SENDCo Assistant

December 2025

SENDCO ASSISTANT

Scale Pay Range 7-11 FTE salary £26,403.00

Actual starting salary £22,706.58 (Scale Pay Point 7)

**Pattern of hours: Monday – Friday 8.30am – 4.30pm with half an hour (37 hrs)
unpaid lunch break each day and an early finish of 4.00pm one afternoon each week**

Term time only, plus 5 training days

Job share and alternative working hours can be considered.

Dear Applicant

Thank you for your interest in the post of SENDCo Assistant at Nidderdale High School.

Nidderdale High School is a vibrant and highly successful school, with an ambition to develop an innovative curriculum in support of academic achievement and wellbeing for all. The school continues to grow in size and maintains a strong reputation in the community. Our recent Ofsted inspection confirmed we are a good school with 'high ambitions'.

The school is seeking to appoint an experienced and successful SENDCo Assistant with the passion, skills and qualities to help realise our ambitions for the future.

This role provides an exciting opportunity for a colleague to contribute to strengthening SEND across the school.

The school has a strong reputation within and beyond our local community and with a wide range of professionals for outstanding pastoral care and inclusive practice. As a small school we are uniquely placed to know our students as individuals and have planned a range of bespoke and innovative programmes to support our young people, this includes our NiddVenture offer.

Relationships are key at Nidderdale High School and the successful candidate will demonstrate a commitment to restorative and relational practice. They will have high expectations and an unwavering commitment to all students maximising their potential through outstanding support, encouragement, collaboration, and mentoring. The SENDCo Assistant role forms part of an inclusive pastoral structure and the postholder will support the SENDCo as part of the wider Inclusion Team.

Kath Jordan
Headteacher

Prime objectives of the post

As our school and reputation for excellence in supporting young people with SEND continue to grow, we are looking to appoint an Assistant (non-teaching) to our SENDCo, to support with the education and welfare of our SEND students.

Overview of Role

To assist the SENDCo in the day-to-day running of the SEND department, ensuring procedures are in place and followed so that SEND students are fully supported.

Key Requirements

Applicants will have knowledge and understanding of the four areas of SEND as outlined by the SEND Code of Practice and will have experience of working with children and young people with SEND.

Key Responsibilities

Assessing

- Being the first point of contact (alongside the SENDCo) for queries from parents, carers and staff in relation to students with SEND;
- Communicating effectively with staff and other stakeholders as required;
- Working towards the outcomes outlined in the National Professional Qualification in Special Educational Needs;
- Ensuring specific health needs are met via appropriate planning, liaison and referral.

Planning

- Developing creative solutions to challenges arising from SEND, recording support on Pupil Passports and the management information system (ARBOR);
- Liaising closely with the school's pastoral and safeguarding teams;
- Supporting the SENDCo with the induction of new staff;
- Formulating and modifying timetables daily, as appropriate to meet the needs of students with SEND and operational requirements;
- Working closely with all staff to ensure high quality provision and continuity of support;
- Prioritising and planning to ensure completion of priority tasks.
- Maintaining a working knowledge of the SEN Code of Practice

Doing

- Supporting an allocated group of key SEND students and being the first point of contact in respect of their needs;
- Coordinating and delivering SEND interventions alongside the SENDCo and other colleagues

- Supporting the work of the SENDCo to lead a team of teaching assistants and other colleagues;
- Contributing to lunch and break duties as required;
- Working effectively under pressure;
- Being a positive role model to students and their families;
- Taking initiative and working independently;
- Taking responsibility for personal CPD needs;
- Working effectively as part of a team.
- Maintaining a working knowledge of the SEN Code of Practice
- Willingness to be flexible and work to meet the best interests of the school

Reviewing

- Supporting with the monitoring, sharing and reviewing of EHCPs and Pupil Passports;
- Supporting quality assurance processes for in class support and interventions, and of TA work with individual students
- Refining of processes and timetables in response to feedback from stakeholders
- Designing and monitoring of outcomes to ensure intervention which is fit for purpose
- Attending SEND review meetings and collaborating with parents to collect their views and feedback.

As with other posts, this job description may be subject to amendment from time to time after consultation with the post holder and without changing the level of responsibility of the post.

Nidderdale High School Personnel Specification

Qualifications	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Minimum 5 GCSE grade C or equivalent including English & Maths	E	Application form and selection process
<input type="checkbox"/> Recent, relevant experience of ICT systems	E	
<input type="checkbox"/> ICT qualifications e.g. RSA, Excel, Publisher, PowerPoint, European Driving Licence etc	D	
<input type="checkbox"/> First Aid at work certificate or willingness to become suitably qualified	D	
<input type="checkbox"/> An understanding of child protection, health, safety and security	E	
<input type="checkbox"/> Mental Health First Aid qualification or willingness to become suitably qualified	D	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Some experience of secondary school-age children	E	Application form and selection process
<input type="checkbox"/> Understanding of children's needs and problems	E	
<input type="checkbox"/> Successful experience of motivating, coaching, and encouraging students to achieve their best	E	
<input type="checkbox"/> Experience of defusing difficult situations in a calm manner	E	
<input type="checkbox"/> Experience of working in a high-pressured environment	E	
<input type="checkbox"/> Experience of working with young people	E	
<input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks	E	
<input type="checkbox"/> Presenting yourself effectively and professionally	E	
<input type="checkbox"/> Experience of working in a school-based environment	D	
<input type="checkbox"/> Supervisory experience	D	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors, and other agencies	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	

Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Willingness to participate in CPD	E	Application form and selection process
<input type="checkbox"/> Evidence of relevant CPD	D	
Skills	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Able to understand and carry out instructions	E	Application form and selection process
<input type="checkbox"/> Confidentiality and discretion	E	
<input type="checkbox"/> Able to think logically and calmly when under pressure	E	
<input type="checkbox"/> Able to keep accurate & appropriate records	E	
<input type="checkbox"/> Able to use initiative within academy policies and practices	E	
<input type="checkbox"/> High standard of written and spoken English	E	
<input type="checkbox"/> Proven ability to use ICT in the organisation and management of their role	E	
<input type="checkbox"/> Good numeracy skills	E	
<input type="checkbox"/> Able to act in an understanding and patient manner whilst remaining firm and fair.	E	
<input type="checkbox"/> Able to take initiative and to work independently	E	
<input type="checkbox"/> Excellent interpersonal skills and confident communicator	E	
<input type="checkbox"/> Good problem solver	E	
<input type="checkbox"/> Understand and manipulate numerical & statistical data	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour	E	
<input type="checkbox"/> Development planning, monitoring, and evaluation	D	
Professional Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Abide by the academy's policies	E	Application form and selection process
<input type="checkbox"/> 'Can do' attitude.	E	
<input type="checkbox"/> Teamwork/collaboration	E	
<input type="checkbox"/> Emotional intelligence	E	

<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Sense of humour and perspective	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community.	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race, and disability in an educational context.	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Will not require holiday leave during term time.	E	Selection process and completion of an Enhanced DBS disclosure
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> <i>If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use).</i>	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people.	D	

Agreed by:

Post Holder: **Print name** **Signature**.....

Line Manager: **Print Name** **Signature**.....

Date: