



GREYFRIARS
CATHOLIC SCHOOL



SENCO/EAL Lead



Thank you for your interest in the role of **SENCO** at Greyfriars Catholic School, part of The Pope Francis Multi Academy Company (PFMAC) within the Archdiocese of Birmingham.

Due to the promotion of the previous SENCO, we are seeking an inspirational and aspirational leader to join our school community and play a central role in improving the life chances of the young people we serve. This is an exciting opportunity to contribute to a school that is ambitious for every student and committed to ensuring that all learners are able to flourish academically, socially and personally.



The role of SENCO is a key part of the leadership of the school. We are looking for someone who is committed to ensuring that students with additional needs receive excellent support through high-quality teaching, strong pastoral care and thoughtful provision across the school. The successful candidate will be a passionate advocate for inclusion, ensuring that our most vulnerable learners are supported effectively in every classroom and that they feel known, valued and nurtured within our community.

We are particularly keen to appoint a leader who understands that effective SEND provision is rooted in great teaching and strong curriculum access. Experience of supporting staff to develop inclusive teaching practice will therefore be essential. This role offers genuine scope for innovation and development as the school continues its journey of improvement. We are also open to candidates who may wish to develop further into senior leadership in the coming years.

Our vision at Greyfriars is that we are a Catholic school that champions all students so they can flourish individually and collectively. We champion students by teaching them well, by setting high expectations and by supporting them carefully when they need guidance. We believe that a calm, disruption-free environment combined with a culture of ambition allows students to succeed both academically and personally. The work of the SENCO is therefore central to ensuring that every student is able to participate fully in the life of the school.

From my own experience working with children with SEND, supporting students with special educational needs can be some of the most rewarding work in education. At Greyfriars we are committed to developing innovative approaches that ensure students feel both supported and inspired, and that joy remains a central part of the school experience.

Please do not hesitate to contact us should you wish to seek further information. I would be delighted to personally show you around our wonderful school and discuss the role in more detail.

Yours faithfully

Ms Lyndsey Caldwell

Headteacher

..

Application Details

We hope you are interested in this exciting opportunity and would like to submit an application form.

To apply for the post of Senco please -

- Fully complete the CES application form on MyNewTerm. Please ensure all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer.

For further information, please contact the School Business Manager, Sophie Upellini, s.upellini@gfcs.uk Tel: **01865 749933**

We reserve the right to close this advertisement early if we receive a high volume of suitable applications.

Interview date: 1st May or 2nd May

Job start: June or September 2026

As we are a Catholic school, applicants must complete the CES application form in order to be considered for an interview. There is no requirement to be Catholic in order to be successful at an interview. We are committed to equal opportunities.

To comply with the Asylum and Immigration Act 1998 (as amended by S147 of the Nationality and Immigration and Asylum Act 2002) all prospective employees will be required to supply evidence of eligibility to work in the UK.

Greyfriars Catholic School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant for any position will be required to undertake an enhanced disclosure via the DBS (disclosure and barring system) and appropriate Right to Work clearances and our recruitment and selection practices.

..

Job Title: **SENCO**
Reporting To: **Assistant Headteacher**
TLR **£8218**

Core Purpose

To fulfil the statutory duties of the Special Educational Needs Coordinator (SENCO) in accordance with the SEND Code of Practice, leading the strategic development of SEND, medical needs and EAL provision across Greyfriars Catholic School.

The SENCO will ensure that all students with additional needs are able to access the curriculum, participate fully in school life and make strong progress, through high-quality teaching, targeted support and effective collaboration with staff, families and external agencies.

The SENCO will lead and develop the Learning Support and EAL teams, ensuring that provision is carefully coordinated, evidence-informed and aligned with the wider priorities of the school. The role will involve supporting and developing staff so that inclusive practice is embedded in every classroom and every lesson.

The SENCO will act as a key advocate for students with SEND, ensuring that their needs are understood and met, while contributing to the wider strategic leadership of the school.

Inclusion at Greyfriars

At Greyfriars Catholic School, we believe that every child is created with dignity and purpose, and that education should enable each student to flourish individually and collectively. Our commitment to inclusion is therefore central to our mission. We believe that students with special educational needs and disabilities, medical needs and those learning English as an additional language should experience the same ambition, opportunity and belonging as every other member of our community.

Our approach to inclusion begins with excellent teaching in every classroom, supported by thoughtful provision and strong relationships with families and external partners. We are committed to developing a culture where staff feel confident and equipped to meet a diverse range of needs, where students feel understood and supported, and where barriers to learning are identified and addressed with care and determination.

The SENCO plays a vital role in leading this work. Through strategic leadership, professional expertise and a deep commitment to the wellbeing of young people, the SENCO will ensure that inclusive practice is embedded across the school and that every student is able to participate fully in the life of the community.

Roles and Responsibilities for SENCO

The SENCO will champion a culture in which inclusive practice is understood as the responsibility of all staff and where high-quality teaching is the primary driver of progress for students with SEND.

In addition to the responsibility of class teacher as set out in the relevant job description and the School Teachers Pay and Conditions Document, the SENCO will also undertake the following duties and responsibilities.

Leadership and Culture:

- Inspire trust and confidence in students, staff and families through professional expertise and clear leadership.
- Lead, manage and develop the Learning Support and EAL teams, building a culture of high expectations, collaboration and professional growth.
- Act as a strong advocate for inclusion, ensuring that students with SEND are able to flourish both academically and personally.
- Contribute to the strategic leadership and daily life of the school, maintaining a visible presence and supporting the culture of high expectations across the community.

Identifying and Assessing Needs:

- Work collaboratively with teachers, parents, carers and external professionals to identify students with special educational needs and disabilities (SEND), medical needs or EAL.
- Lead the process of gathering and analysing relevant information, including teacher assessment, observation, prior attainment data and professional advice, to understand the nature of a student's needs and any barriers to learning.
- Ensure that appropriate referrals are made to external agencies and services where additional assessment, advice or specialist support is required.
- Support staff in recognising emerging needs and ensure that early identification leads to timely and appropriate support.

Planning and Reviewing Provision

- Ensure that provision for students with SEND follows the graduated approach (Assess–Plan–Do–Review) as outlined in the SEND Code of Practice.
- Work with teachers and support staff to develop and maintain SEND support plans, pupil passports or other appropriate provision plans, outlining barriers to learning, targeted strategies and intended outcomes.
- Ensure that plans are regularly reviewed with staff, students and families, and that provision is adapted in response to student progress and changing needs.
- Support teachers in implementing effective classroom strategies so that students with SEND can access the curriculum and make strong progress.

Leadership of the Learning Support Team:

- Lead and develop the work of the Learning Support Team, including the Deputy SENCO, Teacher of SEND and Teaching Assistants, ensuring that support for students with SEND is coordinated, effective and aligned with the school's inclusive teaching approach.
- Provide clear leadership, guidance and professional development for members of the team so that they have the knowledge, skills and confidence to support students effectively.
- Work with the Deputy SENCO and Teacher of SEND to monitor student progress, review provision and ensure that appropriate strategies are implemented to support learning and independence.
- Ensure that Teaching Assistants are deployed strategically to support high-quality teaching and to enable students with SEND to access the curriculum successfully.
- Meet regularly with the Learning Support Team to review provision, share effective practice and identify priorities for development.
- Support the team in developing and adapting resources, strategies and interventions that enable students with SEND to make strong progress.
- Ensure that all members of the Learning Support Team are familiar with and implement SEND support plans, pupil passports and other agreed provision strategies so that staff promote independence and avoid creating unnecessary reliance on adult support.

Collaboration and Communication:

- To work closely with the external agencies and providers, where necessary, to help assess and meet student need
- Work closely with teachers to provide guidance and support for the effective inclusion of students with SEND in mainstream classrooms.
- Foster positive communication and collaboration with parents, external agencies, and other professionals involved in a student's care.

Teacher Training and Professional Development:

- Promote and support high-quality, inclusive teaching so that students with SEND can access the curriculum successfully in mainstream classrooms.
- Provide effective guidance, challenge and support to teachers to strengthen inclusive classroom practice.
- Deliver high-quality, research-informed professional development for staff relating to SEND, EAL and inclusive pedagogy.
- Work with leaders and teachers to ensure that students with SEND make strong progress towards appropriately challenging targets.

Resource Allocation:

- Manage and allocate resources, including teaching assistants, materials, and assistive technology, to support students with SEND
- To lead the budget and work with finance on the best possible use of resources for our children

Monitoring and Evaluation:

- To maintain accurate, detailed records of students with SEND, medical needs and EAL including records of all meetings and ensure that the relevant people are informed.
- Monitor the progress of students with SEND and make adjustments to their support plans as needed
- Use data and assessments to evaluate the effectiveness of SEND programs and interventions.
- To collaborate with colleagues in the admission of new students to the school by ensuring that the needs of students with SEND, medical needs and EAL are known through initial assessments and shared with all staff
- To be an integral part of the Year 6 to Year 7 transition process by working closely with Primary school colleagues to gather detailed information about every SEND, medical need and EAL child joining

Compliance and Documentation:

- Ensure the school's compliance with legal requirements related to SEND, including the Special Educational Needs and Disability Code of Practice.
- Maintain accurate records and documentation related to students with SEND.

Advocacy:

- To be a relentless advocate for the needs and rights of students with SEND and their families within the school and when dealing with external agencies.

Job Activities General

- To undertake such other duties related to the work of the department appropriate to the post, as may be assigned
- To fulfil personal requirements, where appropriate, with regard to school policies and procedures, health, safety and welfare, emergency, evacuation and security.
- To take responsibility for promoting and safeguarding the welfare of students in the school.
- To work positively and inclusively with colleagues so that the school provides a workplace and delivers services that do not discriminate against people on the grounds of their age, sexuality, religion or belief, race, gender or disabilities
- To work flexibly in the interests of the school - this may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities, safety and welfare, emergency, evacuation and security

Qualifications and Experience

	<i>Essential</i>	<i>Desirable</i>
Qualifications	<ul style="list-style-type: none"> → Degree → Qualified Teacher Status → Willingness to undertake the SENCO National Award 	<ul style="list-style-type: none"> → SENCO National Award (or currently working towards it) → SEND qualification or further professional qualifications.
Experience	<ul style="list-style-type: none"> → Successful experience of SEN teaching in a secondary school → Use of data to improve learning and promote achievement → Identifying, providing, monitoring and evaluating teaching strategies for students with known barriers to learning → Experience of carrying out some of the duties of a SENCO 	<ul style="list-style-type: none"> → Delivering effective training to colleagues.
Knowledge and skills	<ul style="list-style-type: none"> → Able to assess, diagnose and respond to the needs of students with a range of learning needs → Ability to motivate students and staff → High standard of teaching and classroom practice → Understanding of SEND categories and high incidence needs → Awareness of the statutory requirements of the Code of Practice → Excellent organisational skills and ability to complete administrative tasks effectively with attention to detail → Excellent oral and written communication skills. 	<ul style="list-style-type: none"> → Understanding of Child Protection matters → Experience of monitoring
Faith Commitment	<ul style="list-style-type: none"> → Caring and compassionate with a willingness to support the distinctive ethos of a Catholic School → An understanding of the role in the spiritual development of students 	<ul style="list-style-type: none"> → Secure understanding of the distinctive nature of a Catholic School
Qualities	<ul style="list-style-type: none"> → A genuine belief in the potential of every student → A passionate commitment to the achievement of students with SEN → Initiative to develop, implement and embed opportunities to maximise the achievement of students with SEN → Enthusiasm to provide strong leadership to the Learning Support Team → A team player → Able to work independently and to meet deadlines → Good influencing and negotiation skills. 	<ul style="list-style-type: none"> → An excellent leader with experience of managing a team of staff.

- | | | |
|--|---|---|
| Personal Characteristics | <ul style="list-style-type: none"> → Willingness to share expertise, skills and knowledge → Willingness to address challenging issues with clarity of purpose and diplomacy → Sensitivity to the aspirations, needs and self-esteem of others | <ul style="list-style-type: none"> → Prepared to attend national and regional venues for meetings and training sessions |
| General | <ul style="list-style-type: none"> → Commitment to the promotion of equality of opportunity → Willingness to coordinate and participate in whole school events | |
| References | <ul style="list-style-type: none"> → Positive recommendation in at least two professional references | |
| Essential Employment Checks (if offer of appointment is made) | <ul style="list-style-type: none"> → Proof of relevant qualifications: → Enhanced DBS clearance → (and overseas police check if appropriate) → Requirement to complete online Health Screening Assessment → Documentary evidence of entitlement to live and work in the United Kingdom | <ul style="list-style-type: none"> → Safeguarding → First Aid and appropriate certificates from any relevant CPD undertaken |
| Notes: | <p>The above will be evidenced by a variety of means including</p> <ul style="list-style-type: none"> → Application Form → Letter of Application → References → Interviews | |

In addition to the Greyfriars Catholic School will commit to:

- Promoting courteous and respectful relationships with students and staff at all times
- Using their influence with other staff and students to promote high standards of behaviour, ambition and order within the school
- Working to maintain the School at the forefront of educational practice
- To support the Catholic ethos of the PFMAC
- To play a full part in the PPMAC's school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To support the MAC in meeting its legal requirements for worship
- To continue professional development as agreed

The purpose of this Job Description is to set out in general terms the management, purpose and responsibilities of a specific job at Greyfriars Catholic School. It is not intended to be a comprehensive listing of every task that a Greyfriars Catholic School employee might be called upon to undertake. Neither is it a legal document, although it may be referred to in Contracts of Employment.

It will be reviewed at least once every two years and it may be subject to modification or amendment at any time after consultation with the holder of the post.

By my signature, I hereby certify that I have reviewed the attached description of my position and agree to perform the duties described therein. I understand that the PFMAC may make modifications, additions, or deletions to this job description at any time, and will notify me of any changes by sending me a revised copy for my review and signature.

Employee Printed Name: _____

Date: _____

Employee Signature: _____

