



Assistant Headteacher (SENDCo)

Recruitment Pack



Nurturing inclusive learning communities

CEO WELCOME

Dear Applicant,

Thank you for your interest in this vital post of Assistant Headteacher- SENDCo at Ethos Academy Trust. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply for this position.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We have six Academies: Ethos College, Reach Academy, Evolve Academy, Engage Academy, Elements Academy and Enrich Academy and we have high aspirations for future growth.

Thank you for your interest in Ethos Academy Trust and we will look forward to receiving your application.



Chris Davis
CEO, Ethos Academy Trust



HEADTEACHER WELCOME

Dear Applicant

Elements Academy is a Special School which opened in September 2022 in Rotherham, South Yorkshire. It offers 170 places for Key Stage 2 – 4 pupils (aged 7-16) who have an Education, Health and Care Plan (EHCP) where Social, Emotional and Mental Health (SEMH) is identified as the primary need.

Under the umbrella of Elements Academy, Elevate (Herringthorpe) is a new provision specifically designed to support Key Stage 4 pupils with SEMH needs to access full-time education. In the first instance the provision welcome 15 students with a view to increase by September 2025.

Ethos Academy Trust has a long-standing reputation for achieving outstanding outcomes with vulnerable pupils. Our nurture-based philosophy underpins our practice. At Elements Academy, we provide a caring, stimulating, safe and welcoming environment where learning is enjoyable, and teaching is personalised to the needs and interests of individuals. Pupils are supported to fulfil their academic potential whilst developing the long-term confidence and skills required to succeed in post-16 education, employment or training.

Our outstanding staff teams are skilled at working with young people with needs across the SEMH range. In partnership with parents, carers and other professionals, we take a holistic approach to ensuring a young person's needs are identified and met throughout their journey at Elements Academy, preparing them for the next stage of their lives.

At Elements Academy, you will find strong, hardworking and dedicated members of staff. We believe in investing in our staff team and all staff have access to high quality internal and external professional development. Working within Ethos Academy Trust is extremely rewarding; making a difference to vulnerable children and young people, knowing that the work you do has a genuine, long-term impact on a young person's education and life chances.

We are seeking to appoint an Assistant Headteacher - SENDCo to join our team. The successful applicant must be dedicated to supporting our young people to reach their full potential. We would like to thank you for your interest in Elements Academy, and we look forward to receiving your application.

Paul Farr

Headteacher, Elements Academy



Ethos College provides long-term full-time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted, and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.



Evolve Academy is a KS2 and KS3 school that supports students with wide-ranging Social, Emotional and Mental Health (SEMH) needs. We currently have two school bases: one in Wakefield and the other in Castleford. Some of our students have been permanently excluded from Wakefield primary or secondary schools. We also work in partnership with Wakefield mainstream schools to offer a 12-week placement for students who may require short-term step-out provision before returning to their mainstream school.

Our aim is to provide a supportive and nurturing environment that will enthuse and engage students in education. We strive to ensure that our students have clear pathways to their next educational setting, supporting schools to ensure that their varying long-term needs can be effectively met, whether this is in a mainstream or more specialised school environment. Our long-term aim is for students to be empowered to develop into responsible citizens beyond their school years.



Elements Academy opened in September 2022, and is a special school based in Rotherham for students in KS2 to KS4 who have social, emotional and mental health (SEMH) needs. All pupils attending the academy have an Educational Health and Care Plan (EHCP) in place.

We provide a community that is safe, respectful and aspirational and the nurture principle is at the heart of everything that we do. We offer a curriculum that empowers students to gain the skills, knowledge and resilience they need to be happy and successful individuals. At Elements Academy, we place equal value upon academic and personal development and, whilst we know our students have barriers to overcome, we are committed to giving them the skills to overcome them.



Reach Academy is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. All pupils attending the academy have an Educational Health Care Plan (EHCP) in place. Our nurture principles underpin our practice and ensure that we meet the individual needs of every pupil. We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.



Engage Academy is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) with SEMH needs. All pupils attending the academy have an Education, Health and Care Plan (EHCP). We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have extremely high expectations and achieve good academic progress across the curriculum with an emphasis placed on improving pupils' reading, writing and maths skills through personalised and creative learning opportunities.

Enrich Academy is a well-established education provision for Key Stage 4 students (aged 14-16), specialising in supporting students with Social, Emotional and Mental Health (SEHM) needs as well as supporting young people aged 14-16 who are unable to attend a mainstream setting. Our nurture-based philosophy underpins our practice and ensures that we meet the individual needs of every student.



At Enrich Academy, our aim is to provide a caring, stimulating, safe and welcoming environment where learning is enjoyable. We also ensure our teaching is personalised to the needs of students by customising the curriculum to challenge ability and raise aspirations.

We aim to improve student wellbeing and the life chances of our young people, and all our students are supported to fulfil their individual potential whilst developing the confidence and skill required to succeed in post-16 education, employment or training.

TRUST MISSION

Ethos Academy Trust is uniquely positioned with a clear strategic focus on Social Emotional and Mental Health and wider Special Educational Need provision. Our Academies are nurturing and inclusive communities, underpinned by a genuine value led culture where pupils and staff thrive and grow to their full potential.

OUR CORE VALUES

Leading with integrity



Thinking innovatively



Celebrating achievement



- Championing honesty and transparency
- Building trusting relationships

- Finding creative solutions
- Meeting individual needs

- Improving academic progress
- Enriching personal development

Encouraging freedom and responsibility



Improving continuously



- Raising standards
- Developing strong and effective leaders

ETHOS
ACADEMY TRUST

Nurturing inclusive learning communities

WHY WORK FOR THE TRUST?

Ethos Academy Trust spans West and South Yorkshire, with all our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield, Bradford and Rotherham. The proximity of our Academies is such that it lends itself to close and collaborative working.

At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all the children and young people within our community at the heart of what we do. Our staff are pivotal in this and in recognising, achieving and bringing to life our vision and values.

As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for pupils

Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- A chance to work at a unique Trust with a clear direction and commitment to working with Social Emotional and Mental Health need and wider SEND pupils.
- The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
- Opportunities to collaborate with colleagues across academies and within the Central Trust teams and other Multi Academy Trusts on a local and/or regional basis.
- Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
- Access to Teacher and Local Government Pension Schemes.
- Access to 24/7 Employee Assistance Programme which includes counselling and physiotherapy services.
- All staff have 1:1 sessions with their managers every half term and complete a Wellness Action Plan at least annually.
- All staff are required to have an annual appraisal.
- We recognise and reward staff who have gone over and above with our half termly values driven staff awards.
- Opportunity to have your say and to contribute to Academy related developments via annual staff survey, regular “pulse” surveys and Academy Liaison Groups.

- Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted shopping.
- Additional day off after 5 years' service with the Trust
- Local agreements for corporate access to gyms and other leisure facilities.



I was inspired to pursue a career with children who have SEMH needs through my experience of teaching music as an unqualified Teacher. I joined the Trust thirteen years ago as an Inclusion Worker and was subsequently promoted to Senior Inclusion Worker, before being supported to secure a teaching qualification. More recently I was able to complete training to become a SENDCo and I am currently SENDCo for Reach Academy. The Trust and management team within Reach Academy not only supported my ambition to become a fully qualified Teacher, they continue to offer opportunities for my ongoing personal and professional development.

SARAH SIMMONDS, SENDCO - REACH ACADEMY

During my 8 years of employment with Ethos Academy Trust, I have been supported to access a number of professional opportunities and, after securing a teaching role, I became a member of the Senior Leadership Team at Ethos College and was supported in undertaking the NPQSL to help me enhance my leadership skills, understanding and practice. From January 2024, I moved to the position of Head of School at Reach Academy.

The Trust is committed to providing relevant and meaningful professional development opportunities to support the career progression of the staff team. I have always felt highly valued and supported by the Trust in everything that I do. It is an absolute privilege to work for a Trust that is so invested in supporting its staff to be the best that they can be and help to transform the lives of so many young people.

JACK GHEE, HEAD OF SCHOOL - REACH ACADEMY



ADVERT FOR ASSISTANT HEADTEACHER (SENDCo)

Assistant Headteacher – SENDCo

L8 - L12

Full time

Permanent

Closing date – 10 February 2026 at 9am

Applicants

This is an exciting opportunity to join Ethos Academy Trust, where we aim to deliver the very best educational experiences for pupils across the primary and secondary age range. Our academies are welcoming, calm and purposeful and, within a nurturing ethos, our learners are stretched academically, supported pastorally and developed socially and emotionally.

We are looking to appoint an Assistant Headteacher – SENDCo – to join our dedicated and hardworking team at Elements Academy.

If you are looking for a new and rewarding challenge in education and you are committed and passionate to making a difference, then we look forward to hearing from you.

Closing date: 10 February 2026 at 9am

Interview date: 12 February 2026

If you require further information or would like to arrange a visit, please contact Paul Farr – pfarr@eat.uk.com

You can apply for the vacancy at

<https://www.eat.uk.com/recruitment-portal/current-opportunities/>

Safeguarding statement

Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children's Barred List) and past employment references.

Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

ASSISTANT HEADTEACHER (SENDCo) JOB DESCRIPTION

Job title	Assistant Headteacher – SENDCo
Location	Elements Academy, Dinnington and Elevate, Herringthorpe
Hours	Full time Permanent
Reports to	Headteacher
Staff responsible for	Teaching and support staff
Closing Date	10 February 2026 at 9am
Salary/Grade	L8-L12
Job Purpose	<p>To be responsible for the SEND strategy and lead strategic oversight of provision across Elements Academy, including the Elevate provision.</p> <p>To enable school staff to deliver consistently high-quality SEN and inclusion for children whilst establishing efficient processes and providing coaching and training.</p> <p>To represent the school in SEND; working collaboratively to build strong and effective partnerships with key stakeholders including local authority SEND teams.</p>

KEY OBJECTIVES AND ACCOUNTABILITIES

Main Duties

Leadership and Management

- Ensure the school SEND and inclusion strategies meet regulatory requirements and work cohesively with the overall Trust strategy
- Prepare and review information the school is required to publish, and provide reports to the governors and others as required
- Establish excellent working partnerships with key stakeholders including the Local Authority SEND team, parent partnership and Virtual School

- Play a significant role in setting aims and objectives and in formulating, implementing and reviewing the impact of School Development Plans
- Take a significant role in the implementation of the Trust's Performance Management and Appraisal policies to secure school improvement and individual professional development
- To make a significant contribution to the academy's continuing professional development programme, including co-ordinating training programmes, delivering INSET and working with individuals and teams in a variety of professional development activities
- Work with the SLT to ensure the curriculum is adapted to meet the changing needs of all pupils so that the school is inclusive for all
- Support the Headteacher in the day-to-day leadership of the school, creating systems that support the school's ethos and that systems are applied consistently and understood by all. The postholder will be a visible and effective leadership presence
- Be a lead professional and positive role model within the community, helping others recognise difference and respect diversity
- Have a direct impact in raising achievements to the highest level for all children through uncompromising high ambition of staff and pupils
- Play a strategic role in developing relationships with families and collating and responding to parent voice around SEND
- Ability to build a team of SEND experts and delegate appropriately whilst ensuring the highest of standards are maintained

SEND

- Lead on consultations and admissions, working closely with pupils, families and the local authority to ensure effective transitions
- Strategically lead on the SEND provision across the school as a qualified SENDCo
- Responsible for developing child centered EHCP reviews
- Engage with research, national bodies, sources of excellent and the wider practitioner community to continually improve and enhance provision for all students
- Maintain an up-to-date knowledge of change in SEND legislation and cascade across the staff teams
- Ensure the academy website effectively fulfils the statutory requirements for the publication of SEND information
- Liaise regularly with staff, parents and external agencies and promote excellent communication
- Lead the development and support of enhancing SEND knowledge and understanding across the academy
- Monitor and evaluate the effectiveness of SEND provision through effective quality assurance processes
- Advise on the deployment of the school's budget and other resources to meet pupils' needs effectively
- Ensure that the academy's SEND policy and SEN Information Report is up to date and fit for purpose, ensuring the school is meeting responsibilities under the Equality Act 2010, Children's Act 2014 and SEND Code of Practice
- Sustain effective systems in the line management and appraisals for teachers
- Plan and deliver an effective training programme for whole school CPD and share expertise and skills with others
- Lead the assessment of student needs and ensure all SEND records and ensure paperwork is updated regularly and is in line with statutory timescales

- Co-ordinate additional provision to meet student needs and monitor effectiveness
- Be aware of the provision in the local offer
- Work with a range of agencies, including other schools, EPs, health and social care professionals etc.
- Support transition at all stages for all students with SEND and support early and accurate identification and assessment of SEN Test, allocate provision and oversee Access Arrangements in liaison with the Exams Officer
- As the Designated Teacher for CLA, lead on the identification and support of CLA and young carers in school, ensuring PEPs are updated in liaison with Virtual School and the Headteacher re provision and funding
- Chair meetings and lead/be a member of key strategic working parties within and beyond the Trust
- Attend meetings within the Trust and external events, as required

General

- Act with integrity, honesty and professional competence and understand the importance of confidentiality.
- Have a positive attitude towards working with vulnerable young people including ability to be understanding, responsive, calm and supportive.
- Carry out your duties with due regard to current and future Trust and academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and on-going performance development and through Trust communications.
- Take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety at Work Act
- Demonstrate day to day commitment to the Trust's vision, mission and core values.
- Carry out such reasonable additional duties as may from time to time as determined by or on behalf of Trust Senior Leaders or the Trust Board.

PERSON SPECIFICATION

	Key Criteria	Essential (E) / Desirable (D)
Knowledge, Education and Training	Hold Qualified Teacher Status	E
	National SENCO Award	E
	Have evidence of recent CPD to fulfil the requirements of the role	E
	Understanding of relevant policies/codes of practice and awareness of relevant legislation	E
	Evidence of post graduate study with SEND focus	D
	Access arrangement testing qualification	D
Relevant Experience	Proven ability to work with a wide range of stakeholders, demonstrating effective	E

Aptitudes, skills and competencies	communication and building confidence with key partners	
	Previous SENDCo experience	E
	Experience of the OFSTED inspection framework	E
	Experience in developing effective child focused EHCP reviews and in leading admissions and transitions into school	E
	Experience of developing and adapting provision to meet SEND needs	E
	Successful experience in a teaching and leadership role with broad experience of successful whole school responsibility	E
	Have experience of leading, developing, delivering and evaluating effective strategies for learners with SEN	E
	Experience of effective leadership and management, both within and external to the academy in relation to raising pupils' attainment and academia, school improvement and social outcomes	E
	Experience of leading on staff development initiatives, mentoring staff and taking a lead on systems for managing performance and under performance	E
	Experience of setting ambitious standards for all pupils, overcoming disadvantage and advancing equality; ensuring the accountability of staff for the impact of their work	E
	Experience of implementing clear policies and practices throughout the school, including monitoring and evaluating their impact	E
	Experience of improving the quality of teaching and learning through processes of monitoring and support	E
	Experience of initiating and implementing strategies to improve parental involvement in their child's learning	E
	Experience of using pupil data and tracking databased	D
	Ability to provide a model of best practices through teaching in own or other's settings	E
	Understanding of how the role of parents and the community can be promoted and developed to support school improvement	E

	Knowledge of Ofsted inspection criteria and processes	E
	Understanding of effective strategies for gaining and maintaining high standards of discipline at whole school level	E
	Ability to contribute to the day to day demands of a Senior Leadership Team	E
	Demonstrate leadership qualities, resilience and the ability to enthuse, empower, motivate others, and work flexibly as part of a team	E
	The ability to articulate a clear vision for high quality education in a special school context	E
	Effective communication skills, both orally and in writing, to a diverse range of audiences internally and externally whilst maintaining an effective network of contacts	E
	Ability to relate well and be responsive to the needs of the pupils with SEND needs	E
	Ability to work effectively under pressure and the ability to prioritise deadlines	E
	Good analytical skills with the ability to synthesise complex information to summarise and draw appropriate conclusions and make decisions	E
	Ability to present school performance and financial data	E
Any additional factors	The postholder may be required to work outside of normal school hours on occasion and there will be a requirement for flexibility in a variety of situations with due notice	E
	Willingness to undergo an enhanced DBS check and sign up to the DBS update service on an annual basis	E
	Commitment to ongoing personal training and development	E
	Willingness to work offsite with pupils and families	E
	Full driving licence and willingness to transport pupils in own vehicle and obtain business insurance	E

Equality and Diversity statement

Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Disability statement

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.

Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

Online checks for shortlisted candidates

In accordance with DfE Keeping Children Safe in Education 2024, an online search, including social media, will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

GDPR

A copy of our Privacy Notice is available via our website: www.eat.co.uk



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c/o Reach Academy
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Batley Field Hill
Batley
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