



# BRADON FOREST SCHOOL

*Challenge, aspiration, respect, resilience and excellence*



## SENDCO

THE ATHELSTAN TRUST



BRADON FOREST SCHOOL  
T: 01793 770570 F: 01793 771063  
enquiry@bradonforest.wilts.sch.uk  
www.bradonforest.org.uk



A charitable company limited by guarantee, registered in England & Wales, as Athelstan Trust Company No: 7699625



Welcome to the Athelstan Trust.

Our Multi-Academy Trust is an organisation in which children, staff and parents can feel part of a caring, collaborative and excellent community.

We comprise of six secondary schools and four primary schools across Wiltshire, Gloucestershire and South Gloucestershire.

Established in 2015, the Athelstan Trust aims to achieve the best for, and from, each child. We enable each child to realise their full academic, creative and physical potential and to develop positive social and moral values.

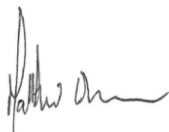
Believing that successful schools are rooted in their local community, we respect and value the individual nature and ethos of our schools while knowing we are more effective when we work together and support each other. Celebrating spiritual and creative diversity, success, and lifelong learning is important to us. We are inclusive and collaborative and promote a culture of openness and integrity.

We are absolutely committed to raising educational standards for all the children in our schools. We believe in developing the talents and skills of all our staff and students.

We seek applicants who share our vision and values.

We look forward to receiving your application.

Best wishes,



Matthew Evans  
Chief Executive Officer  
The Athelstan Trust





Bradon Forest School is a well-respected and popular 11 - 16 comprehensive and our catchment area takes from rural and urban communities. The school is well situated just north of the M4 (J16), within easy travelling distance of Bristol, Bath, and Swindon and on the edge of the Cotswolds.

**As a member of our Athelstan Trust, you will benefit from:**

- Being part of a trust that is absolutely committed to raising educational standards for all the children in our schools.
- Our commitment to developing the talents and skills of all our staff throughout their career
- Being part of a caring, collaborative and excellent community.

**We are looking for someone who:**

- is committed to enhancing student learning and experience and an inspiring passion for education and making a difference to children's lives
- has a strong subject knowledge, proactive nature and commitment to demonstrating our school's values
- keen to develop within a culture that embraces professional learning and creates opportunities for talented individuals to make rapid progress in their careers.

We are a flexible working employer, and we are willing to make any reasonable adjustments you require during your interview so please ask us.

The Athelstan Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be required to undertake an Enhanced Disclosure and Barring Service (DBS) check along with standard pre-employment safeguarding checks. As the role includes working with children, it is exempt from the Rehabilitation of Offenders Act 1974. Applicants must, therefore, disclose all spent and unspent convictions. References will be sought for shortlisted candidates before interview. Please also be aware that you will be subject to an online check (see information below) and that you may be questioned about the findings of such a check at your interview.

**Early applications are encouraged and we reserve the right to close the vacancy if a suitable candidate is found..**





## Our Philosophy as an Employer

The Athelstan Trust is absolutely committed to raising educational standards for all the children in our schools. In order to do this, we need to recruit the best staff who are committed to our vision and values.

We aim to be the employer of choice in our area and genuinely believe that all roles in our organisation can be carried out within a flexible working model. Working in schools should be seen as part of a rich fulfilling life and not a barrier to it. We will always consider a flexible working option for every post.

We understand that we need to support staff to achieve our goals and have in place a professional development programme that offers internal and external opportunities to develop the talents and skills of all our staff.

We seek applicants for our roles who share our vision and values.

## Why work for us?

- Internal career opportunities
- Good opportunities for personal and career development
- Employee assistance programme
- Flexible working opportunities and a genuine commitment to family and work/life balance
- The opportunity of working within a supportive, friendly environment in this well-run and respected school
- Nationally negotiated cost of living pay
- Automatic enrolment to the teacher or local government pension schemes
- Generous holiday allowance for support staff
- Recognition of local government continuous service
- Cycle to work scheme

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Dear Candidate,

Thank you for your interest in the role of SENDCO at Bradon Forest School. This is an exciting opportunity to work within an experienced, cohesive team in a school that places a strong emphasis on personal development, wellbeing and collaboration.

Part of The Athelstan Trust, Bradon Forest School is a well-established and highly regarded comprehensive secondary school. Situated in the rural village of Purton, we draw from a wide catchment across Wiltshire and Swindon and we are extremely proud of our inclusive, welcoming and respectful community. The strength of our Trust provides a secure and supportive network, enabling both staff and students to thrive through shared expertise, collaboration and a collective commitment to excellence.

Bradon Forest is a fully inclusive community that is committed to delivering an excellent education for all. We believe that both students and staff should feel valued, supported and challenged to fulfil their potential through the development of their individual talents and skills. Our most recent Ofsted report (2023) recognised many of the school's strengths and colleagues consistently tell us that in the current educational climate Bradon Forest, with its strong focus on wellbeing, is a rewarding and positive place to work.

As Acting Headteacher, I am proud to lead a school that benefits from the strategic oversight of an experienced Executive Headteacher and the wider leadership capacity of The Athelstan Trust. The Trust's core values of *care, collaboration and excellence* underpin everything we do and are central to our vision for continual improvement and opportunity for all.

We are therefore seeking a dedicated SENDCO who thrives as part of a supportive team and is committed to contributing to the safe and effective running of our school environment. In return, we offer an excellent working environment, opportunities to collaborate with colleagues in similar roles across the Trust and a strong commitment to your ongoing professional and personal development. You will find us to be supportive, responsive and caring and we are always open to discussing flexible working opportunities with prospective candidates before or during the interview process.

Please take time to read the relevant sections of our website and the job description, and do not hesitate to contact me if you would like to discuss the role further or arrange a visit to the school.

I look forward to hearing from you.

**Russell Clarke**  
Acting Headteacher

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## JOB DESCRIPTION

**Job:** SENDCO  
**Location:** Based at Bradon Forest School, Purton  
**Grade:** LT 10 – 12 £64,691 - £67,898  
**Contract:** Permanent – Fulltime/Parttime  
**Start Date:** June 2026

## OVERALL PURPOSE

To lead and manage all aspects of Learning Support within the overall educational aims of the school.  
To establish and maintain the highest possible quality in teaching and learning in Learning Support.

**This post is an opportunity to join a supportive, innovative and motivated team at a school where the overwhelming majority of students want to learn.**

## TEACHING RESPONSIBILITIES:

The SENDCO is line managed by a member of the Leadership Team and is responsible for the subject teams within their area.

- To lead, manage and coordinate the Learning Support faculty
- To ensure that the faculty follows national guidance for supporting students with special educational needs and disabilities
- To ensure the Learning Support faculty works within the requirements of Health and Safety legislation
- To liaise with the Leadership Team regarding staff development of Learning Support staff (teachers and TAs)
- To ensure the consistent application of school, county and national guidance on equal opportunities for staff and students
- To ensure that the delivery of the curriculum in the faculty incorporates elements which encourage student understanding of equal opportunities issues
- To lead the development of the programmes of study and the improvement plan for the faculty area
- To ensure that the faculty delivers a curriculum that meets the needs of the students working in Learning Support.
- To allocate and control the budget allocated to the faculty
- To ensure that a full inventory is maintained of all equipment and stock belonging to the faculty
- To determine, in consultation with the Leadership Team, the improvement plan for the faculty





- To set appropriate targets for the faculty and allocate responsibilities to staff
- To monitor and evaluate the implementation of the faculty improvement plan
- To support faculty staff in matters of student discipline
- To advise the Leadership Team on all matters related to Learning Support, including resource implications
- To ensure the implementation of school policies within the faculty
- To act as a performance management appraiser in accordance with school policy
- To review, update and monitor the SEND policy on an annual basis
- To monitor the SEND disability act and other relevant legislation and advise the Leadership Team on the requirements of the law as they relate to the school
- To ensure effective liaison with parents, the LA, external agencies and others, as is necessary for the effective support of students by the faculty
- To report to governors, on an annual basis, the achievements of students working in the faculty and on the effectiveness of the SEND policy
- To liaise with the governor with special responsibility for Learning Support
- To ensure the SEND Provision Map is regularly updated and information given to all staff
- To lead and organise training for all staff on specific areas of SEND e.g. SpLD/dyslexia, ASC, information processing, working memory etc
- To lead on primary liaison for students with SEND
- To assess students with SEND transferring from other schools and to liaise with other staff to ensure their needs are met
- To ensure all staff are aware of students SEND
- To lead on the implementation and distribution of up to date Learning Profile.
- To organise and lead on Learning Support timetable for each academic year: student groupings, staffing, rooms etc
- To lead on and organise the Learning Support curriculum for Years 7-9 and to provide appropriate training for all staff involved
- To lead on the effective deployment of TAs for all EHC Plan, ELP funded and other priority students
- To lead on the organisation of TA timetables
- To lead on and hold TA meetings
- To lead TA CPD opportunities both within school and external training sessions
- To lead SEND representative meetings and to ensure effective communication between Learning Support and all faculties
- To lead communication between TA representatives and teaching staff
- To lead all staff assigned to Learning Support (teachers and TAs) in terms of improving teaching and learning
- To lead all staff assigned to Learning Support in terms of daily co-ordination
- To lead the preparation and application for Enhanced Learning Provision (ELP) funding





- To lead faculty and development meetings for staff assigned to Learning Support
- To organise meetings for other SENCOs (primary and secondary)
- Lead on improving information about EHC Plan and ELP funded students (SPL meetings, data re. attendance, inclusion/exclusion, ensure awareness of all other intervention other than that through Learning Support)
- Lead the development of the Learning Support page on school website
- To develop parental involvement e.g. additional meetings and parent forum
- To attend work scrutiny meetings
- To lead the faculty on continuing to improve the quality of verbal and written feedback
- To lead the faculty to ensure effective and appropriate challenge for students with SEND
- To lead the faculty in the development of effective questioning
- To monitor and further develop the quality of teaching and learning in Learning Support lessons including the use of questioning to ensure that it enhances the experience of students and promotes higher levels of engagement and achievement
- To induct new faculty staff and provide further INSET where appropriate
- To ensure the provision of support and advice for subject staff in their teaching of students with special educational needs
- To lead the faculty in ensuring the effective monitoring of student progress towards achieving the objectives on their statements/EHC Plans
- To ensure representation at cluster meetings
- To coordinate assessment of and application for access arrangements in exams in conjunction with the Exams Officer

### **JOB SPECIFICATION FOR SENDCO (HEAD OF LEARNING SUPPORT)**

#### **Key Activities**

- **Curriculum Management**

This to include:

- review and development of faculty aims and policies
- the on-going review of current procedures and performance – staff and students
- review and development of programmes of study
- the development of appropriate schemes of work
- monitoring the quality and delivery of the curriculum
- ensuring assessment of student work occurs regularly as directed by National Curriculum guidelines, including:
  - keeping abreast of current developments in Learning Support and education
  - training and support of staff
  - ensuring that opportunities for raising the profile of Learning Support within the broad school community, including extra-curricular activities, are recognised and acted upon





▪ **Managing People** working within the faculty, including students

This to include:

- developing an effective team
- selection and identification of roles and responsibilities
- monitoring, review and evaluation of staff performance and setting targets
- oversight of mentoring/induction of new team members
- identifying training/development needs within the team
- advising on training or development opportunities to address needs
- allocation of timetable
- identification of teaching groups
- monitoring of student behaviour and supporting the use of appropriate rewards and sanctions
- monitoring and evaluating student performance
- effective use of data effectively to track student progress and monitor the impact of intervention

▪ **Communication**

This to include:

- managing effective meetings
- acting as a link between faculty and other school and non-school organisations
- establishing and maintaining effective recording procedures
- establishing reporting procedure to the relevant audiences
- reporting to parents and monitoring feedback from them

▪ **Resources**

This to include:

- identifying and prioritising financial needs
- monitoring expenditure
- ensuring that Health & Safety issues relating to the working environment are established and maintained
- maintaining high quality display which reflects the work of the department
- managing the resource implications of development plans as appropriate

▪ **Teaching**

Set an example as a good practitioner including:

- plan and evaluate lesson content, delivery strategies, differentiation and use of resources
- use appropriate teaching and learning strategies
- use appropriate classroom management techniques
- assess, record and report according to school and departmental guidelines
- support students in their personal, social, spiritual, moral and cultural development





## ▪ Whole School

This to include:

- participating in the development, implementation and review of school policy
- membership of the Senior Staff Group
- leading the Learning Support element of the School Development Plan and contributing to the wider whole school aspects of the plan.

## Management of Students

- To implement and maintain Trust policies and strategies that secure high standards of behaviour and attendance.
- To create and maintain effective partnerships with parents and carers to support and improve students' attainment and personal development.
- To support colleagues with behaviour management issues as necessary following the school's behaviour policy at all times.

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*

## Team Working and Personal Development

- To support the school's mission, vision, values and objectives
- To ensure that reasonable care is always taken for the health, safety and welfare of yourself and other persons in line with the Health and Safety policy.
- To take responsibility for your own professional development and participate in relevant internal and external activities.
- To work co-operatively with colleagues to achieve the aims and objectives of the post and the school.
- To participate positively in the implementation of new working methods and practices as required.
- To undertake other duties within his/her competence or otherwise appropriate to the grading of the position as required

## Safeguarding

- To promote and safeguard the welfare of all children and young people that you are responsible for or encounter
- Staff must work in accordance with the Southwest Child Protection procedures and Child Protection Safeguarding Policy and understand their role within that Policy





### Health and Safety

To ensure that all health and safety instructions are followed and that all reasonable care is taken not to do anything that might endanger the postholder or others; to report to the line manager any dangerous situations in the workplace or any perceived shortcomings in health and safety arrangements.

### Special Conditions

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

**Bradon Forest School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an enhanced Disclosure & Barring check along with other relevant employment checks.**

Early applications are encouraged, and we reserve the right to close the vacancy if a suitable candidate is found.





### Person Specification: SENDCO

	Essential	Desirable
<b>Education and Qualifications</b>	Education to degree or equivalent level + QTS. Evidence of recent professional development.	National SENDCO qualification.
<b>Specialist Knowledge and Skills</b>	Good and Outstanding teacher with evidence of successful teaching in a secondary school. Up to date professional knowledge of recent legislation including SEND Code of Practice and Equal Opportunities legislation. Outstanding knowledge and understanding of the range of complex needs experienced by youngsters who find it challenging to access the normal school curriculum. Ability to use data and strategic information to raise student attainment. ICT competency. Knowledge and understanding of safeguarding issues.	Understanding of SEND funding. Knowledge of recent research and national inspection evidence and implications of SEND. Knowledge and understanding of inclusion in a whole school setting. Knowledge of the assessment and application process for exams.
<b>Leadership and Management</b>	Ability to set clear expectations, to demand high standards and to hold others to account. The ability to plan and prioritise, to complete tasks efficiently on time and to work with detail. The ability to motivate and enthuse colleagues. Excellent communication and interpersonal skills. Ability to chair meetings effectively and delegate. Good negotiating skills and the ability to diffuse situations. Resilient when faced with complex situations.	Excellent presentation skills with the ability to lead training. Experience of leading a team of teachers or support staff. Experience of working with a variety of SEND students in a variety of different contexts. Experience of partnership working with parents.
<b>Relevant Experience</b>	Recent experience in a comprehensive school. Recent experience of leadership in the area of SEND.	Successful experience of leading a significant 'new initiative'.

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<p><b>Additional Requirements</b></p>	<p>Commitment to continuous improvement.                  Commitment to meeting the needs of all students.                  Sense of humour, presence, drive, passion and flexibility.                  Able to work independently <b>and</b> as part of a team.                  Approachable and sensitive to the needs of others.                  Openness and willingness to address and discuss relevant issues.</p>	<p>Willingness to take part in extra-curricular activities, including trips and visits, and to make a significant contribution to the wider life of the school.</p>
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# OUR VALUES

WE CHALLENGE OURSELVES TO BE GREAT LEARNERS



WE HAVE ASPIRATIONS FOR OUR FUTURES



WE RESPECT OURSELVES AND OTHERS AND SHOW RESILIENCE WHEN WE FALTER



WE STRIVE FOR EXCELLENCE IN ALL THAT WE DO BOTH INSIDE AND OUTSIDE THE CLASSROOM

