



## Higham Ferrers Junior School

# SENDCo Candidate Pack



**To apply:** Applications must be made via the School's My New Term portal, available through our website [www.learningforlifetrust.org.uk/working-for-us/vacancies](http://www.learningforlifetrust.org.uk/working-for-us/vacancies). Please include a supporting statement outlining your strengths and suitability for the role.

**The closing date for applications is 12:00pm on the 9<sup>th</sup> July 2026**

**Interview date: 13<sup>th</sup> July 2026**



Learning for Life Education Trust

*Stronger together*



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## Welcome letter from the CEO

Dear Applicant,

Thank you for your interest in the position of SENDCo at Higham Ferrers Junior School, part of The Learning For Life Education Trust.

I am delighted that you are considering joining our dedicated and hardworking team at such an important point in the school's journey. Higham Ferrers Junior School is on a clear path of improvement, and Trust we are fully committed to supporting leaders and staff in securing rapid, sustainable progress for every pupil.

This role offers an exciting opportunity to lead the day-to-day implementation of the SEND policy and to support colleagues in creating inclusive, responsive classrooms where every child feels valued, supported and appropriately challenged. Through strong leadership and collaboration, you will play a key part in ensuring that pupils with SEND experience a genuine sense of belonging, experience an inclusive education and are enabled to achieve their full potential.

The proportion of pupils receiving SEND support is currently below the national average, while the number of pupils with an Education, Health and Care Plan has recently risen to slightly above national levels. This highlights both the importance and the impact of the SENDCo role within our school community.

Following the school's last inspection, there has been a focus on strengthening teaching, raising standards, and ensuring that all pupils receive the high-quality education they deserve. While there is more to do, there is a shared sense of purpose across the school and the Trust, alongside a clear ambition to secure excellence.

Higham Ferrers Junior School is a welcoming and inclusive community where pupils are eager to learn and relationships are strong. The school places great importance on pastoral care, ensuring that children feel safe, valued and ready to succeed both academically and personally.

As part of The Learning For Life Education Trust, the school benefits from collaboration, professional support, and strong governance. We are working closely with school leaders to provide both challenge and support, ensuring that improvement is both strategic and sustainable. This is a significant opportunity for the right candidate to make a meaningful impact and help shape the next stage of the school's journey.

Visits to the school are warmly welcomed and strongly encouraged. To arrange a visit, please contact Sarah Thomas at [sarah.thomas@lflet.org.uk](mailto:sarah.thomas@lflet.org.uk)

Yours faithfully

A handwritten signature in black ink that reads 'G. Virk'.

Gurjit Virk, CEO, Learning for Life Education Trust





## Our school

Our school is a nurturing environment and a happy place because children, secure in and familiar with their surroundings, are more likely to learn and achieve success. Our learning environment allows the freedom for mistakes, providing opportunities to learn from them in order to build confidence and resilience creating independent thinkers.

We work openly with our community, actively engaging in local events and welcome parental support.

The children at Higham Ferrers Junior school are at the centre of all we do and we involve them as much as we can in making the school and their learning journey the best it can be.

Our staff and local governance committee work hard to ensure that all our children feel safe, love learning and work hard! We are very fortunate to benefit from a highly supportive and loyal parent community.

We are proud to be part of the [Learning for Life Education Trust](#).

View our latest OFSTED reports [here](#).





## Our School Vision, Values and Aims

### Be curious - Be creative - Be confident

- We are curious by providing opportunities for children to encounter all areas of education experience: aesthetic and creative, ethical, linguistic, mathematical, physical, scientific, social and spiritual.
- We are creative by working in an atmosphere in which quality learning can be achieved through the provision of experiences which stimulate the imagination, develop creative awareness, a keenness for exploration and a quest for understanding.
- We are confident by fostering a sense of community, emphasising both the rights and responsibilities of all members and upholding those rules and values which are necessary to prepare children for life within the wider community. We aim to provide them with a positive awareness of what it means to be a good citizen.
- We strive to create a happy, safe and welcoming environment which promotes and stimulates children's learning and which provides equal opportunity for all children to reach their potential. We acknowledge and foster each child's worth and individual talents, regardless of gender, race, creed or disability. We aim to provide each individual with a strong sense of wellbeing and belonging. We generate respect and caring for others through helping and sharing, encouraging respect for property and for the environment.



## Job Advertisement: SENDCo, HFJS

We are seeking a passionate and dedicated SENDCo to lead and champion inclusive practice across our school. This is a rewarding opportunity to make a lasting difference, ensuring every pupil with SEND is supported to thrive, achieve and feel a genuine sense of belonging. This for a January 2027 start or sooner if possible.

Working in close partnership with the Headteacher, colleagues, families and external professionals, you will play a central role in shaping and delivering high-quality SEND provision. You will inspire and support staff to create inclusive, responsive classrooms where all pupils are valued and challenged to succeed. The role includes a 2-day classroom teaching commitment, ensuring you remain closely connected to practice and able to lead by example.

You will lead the strategic development and day-to-day implementation of SEND provision, promoting a strong ethos of inclusion and high expectations for all learners. A key focus of the role will be monitoring pupil progress and using assessment information and school data to inform decisions, refine provision and ensure that interventions have measurable impact.

You will support and coach colleagues to deliver high-quality adaptive teaching, ensuring learning experiences meet the needs of every pupil. Alongside this, you will oversee the SEND provision map, maintain accurate and compliant records, and ensure that resources are deployed effectively.

Building strong, positive relationships with parents, carers and external agencies will be essential to ensure a joined-up and consistent approach to support. You will also contribute to the professional development of staff through training and guidance, strengthening confidence and expertise in SEND practice. Through your work, you will play a key role in whole-school improvement and strategic development, reporting regularly to senior leaders and governors.

### What We're Looking For

- A qualified teacher with a strong commitment to inclusion
- Experience or strong interest in SEND leadership
- Ability to inspire and support colleagues in improving practice
- Strong organisational, communication and partnership-working skills
- A child-centred approach with high expectations for all learners

### In Return, We Offer:

- The opportunity to play a leading role at a crucial stage of the school's improvement journey
- The chance to make a genuine and lasting difference to pupils' outcomes
- A committed and hardworking staff team who are open to development and improvement
- Enthusiastic pupils who are ready to learn and respond well to strong teaching
- Support and collaboration through The Learning for Life Education Trust
- A culture that values professional development, teamwork and ambition





We are an inclusive and supportive community, working alongside our partner schools within The Learning for Life Education Trust, a locally based multi-academy trust committed to improving outcomes for all.

Visits to the school are warmly welcomed and strongly encouraged. To arrange a visit and discuss the opportunities we can offer, please contact Sarah Thomas at [sarah.thomas@lflet.org.uk](mailto:sarah.thomas@lflet.org.uk).

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Please include a supporting statement outlining your strengths and suitability for the role.

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Interview date: 13th July 2026

*Our Trust is committed to safeguarding and promoting the welfare of children. Successful applicants will be subject to an enhanced DBS disclosure and must have suitable references.*

*We are committed to encouraging equality, diversity and inclusion among our workforce, and eliminating unlawful discrimination.*



## Job Description: SENDCo, HFJS

**Salary:** Teachers Main – Upper Scale & SEND Allowance

**Contract:** Full Time, Permanent, 2 day teaching responsibility – 3 days SENDCo

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### Purpose of the Role

This role exists to champion high-quality SEND provision across the school, ensuring every child receives the care, teaching and opportunities they need to flourish. You will support and inspire inclusive practice, guide effective interventions and work closely with colleagues to help pupils with SEND make strong progress and experience success.

Working collaboratively, you will oversee the day-to-day delivery of the SEND policy and support staff to create responsive, inclusive classrooms where every child feels valued and challenged. Through thoughtful leadership and teamwork, you will help pupils with SEND to feel a true sense of belonging and to achieve their very best.

### Key areas of responsibility:

#### Strategic Direction and SEN Provision

- Help nurture a positive, inclusive ethos where every pupil feels valued.
- Support the Headteacher and governors in shaping the strategic direction of SEN provision.
- Analyse school, local, and national data to inform decision-making and resource allocation.
- Monitor progress of pupils with SEND and reflect on the impact of teaching and interventions.
- Ensure SEN priorities and inclusive teaching strategies are clearly woven into the School Development Plan.
- Work closely with parents, external agencies and professionals to ensure continuity and quality of provision.
- Champion pupil voice so children with SEND feel heard and involved in decisions about their support.

#### Teaching & Learning

- Support and model effective teaching strategies for vulnerable pupils with those with SEND.
- Assist staff in developing adaptive teaching and intervention plans.
- Use and interpret specialist assessment data to inform classroom practice.
- Support class teachers in setting ambitious yet achievable targets for pupils.
- Monitor and maintain a SEND provision map and pupil records.

#### Leading and Managing Staff

- Provide guidance and CPD opportunities to enhance staff confidence and expertise in SEND.
- Lead regular meetings with staff involved in SEND provision to share updates and good practice.
- Report regularly to SLT and governors on SEN provision and pupil outcomes.
- Foster a collaborative culture where staff learn from one another and feel supported in meeting pupils' needs



## Working with Parents and the Wider Community

- Establish strong, supportive relationships with parents and carers.
- Offer clear guidance to families and promote active parental involvement in school life.
- Represent the school positively in external forums and community settings.
- Additional Responsibilities
- Engage in appraisal, professional development and whole-school improvement
- Identify, deploy and review SEN resources, managing the SEN budget with the Headteacher and Office Manager
- Ensure spending delivers impact and value for pupils
- Promote the school's inclusive ethos and values
- Attend relevant training, share learning with colleagues, and undertake additional responsibilities as directed

## Safeguarding

Safeguarding is something we all share, and together we help keep every child safe. It's important to follow the school's procedures for recording and reporting any concerns, and to support colleagues in doing the same. You'll take part in our annual safeguarding updates, as well as full basic-awareness training every two years, so we can all stay confident and informed. Please ensure you've read, understood, and follow the school's safeguarding policies, including our whistleblowing guidance, so we can maintain a safe and trusting environment for everyone.

## Other:

- Follow all school policies, safeguarding procedures and the Trust Code of Conduct, reporting any concerns about the safety or wellbeing of pupils, staff, or visitors.
- Work responsibly and respectfully, promoting inclusion, maintaining confidentiality, and caring for the wellbeing of yourself and others.
- Stay committed to learning and improvement, taking part in training, annual performance management and contributing positively to school and Trust development, as well as attending team meetings.
- Use resources thoughtfully, showing care for school property and the wider environment.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of tasks expected to be carried out. It will be reviewed annually in conjunction with the appraisal process and planning for the next year. It will be reviewed and be subject to modification or amendment at any time after consultation with the holder of the post.



## Person Specification - SENDCo, HFJS

Attributes	Essential	Desirable
<p><b>Qualifications &amp; Experience</b></p>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• National Award for SEN Coordination (or willingness to complete within statutory timeframe)</li> <li>• Proven track record of CPD</li> <li>• At least 5 years of successful teaching experience in the primary age range</li> <li>• Evidence of knowledge in quality first teaching and intervention strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Further specialist qualification in SEN (e.g. ASD, SpLD)</li> <li>• Experience at whole-school or senior leadership level</li> <li>• Experience delivering staff training or INSET</li> <li>• Experience collaborating with parents, governors, and the community</li> <li>• Experience monitoring and evaluating effective teaching and learning</li> <li>• Proven experience liaising with external agencies</li> </ul>
<p><b>Knowledge and understanding</b></p>	<ul style="list-style-type: none"> <li>• Excellent understanding of the SEND Code of Practice &amp; knowledge of SEN legislation, inclusion, and pastoral care</li> <li>• Understanding of EYFS and National Curriculum</li> <li>• Familiarity with a range of SEN interventions</li> <li>• Confident use of ICT, including classroom and assistive technologies</li> <li>• Knowledge of managing SEN provision</li> <li>• Understanding of child protection and safeguarding procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarity with assistive technology</li> </ul>





<p><b>Leadership &amp; Management Skills</b></p>	<ul style="list-style-type: none"> <li>• Ability to assess, plan, and evaluate SEN provision</li> <li>• Use of data to inform planning, provision mapping, and interventions</li> <li>• Ability to produce/update CAFs, EHC plans, and statutory documentation</li> <li>• Ability to lead and manage individuals and teams</li> <li>• Excellent communication, collaboration, and negotiation skills (oral, written, and presentation)</li> <li>• Ability to manage workload under pressure</li> <li>• Effective time management and ability to prioritise</li> <li>• Ability to promote the school's inclusive learning ethos and create a welcoming, inclusive environment</li> <li>• Ability to work sensitively with staff, parents, and pupils</li> </ul>	
<p><b>Personal characteristics</b></p>	<ul style="list-style-type: none"> <li>• Commitment to the ethos and values of the school</li> <li>• Passion for inclusion and equal opportunities</li> <li>• Strong interpersonal skills</li> <li>• Professional, reliable, and discreet</li> <li>• Committed to safeguarding and promoting the welfare of children</li> <li>• Ambition, energy, and enthusiasm for the role</li> <li>• Satisfactory Safer Recruitment Checks</li> <li>• Must show understanding of equal opportunities, principles and practices</li> </ul>	

## Safeguarding Statement

The successful candidate must demonstrate a commitment to safeguarding and promoting the welfare of children and young people. The post is subject to enhanced DBS clearance and satisfactory references.