



**Helix**  
Learning Trust



# Recruitment Brochure and Candidate Pack

**Preparing you for a world of opportunity**

**Robin Hood Primary School – SENDCo**



**Dear Candidate,**

Robin Hood Primary and Nursery School is looking to appoint a skilled, committed and reflective SENDCo on a part time basis (2 days per week)

Robin Hood Primary and Nursery School is a happy and inclusive, one form entry school that inspires individuals aged 3-11 to learn well and thrive. The whole school approach provides a welcoming atmosphere where staff and children work together to create a happy, safe, caring and stimulating learning environment. The School has a Specialist Resource Centre for children with ASC and mild to moderate learning difficulties.

Robin Hood has an excellent staff team who are enthusiastic and committed to supporting every child to achieve the highest possible standards. Our school thrives because of the degree to which people care.

Our aim is to enrich every child's school experience by creating an environment based on the Robin Hood 5Rs: Ready, Resilient, Remembering, Reciprocal and Responsible.

Through working in partnership with all members of the school community we actively encourage children to be the best they can be, whilst providing support to others and caring for the environment, so they can all be Global Citizens.



## **SENDCo**

**2 days per week, flexible across the week**

**Start date: 1st January 2027**

**Salary: MPS 4-6 plus SEN allowance**

**Contract type: Permanent**



Robin Hood Primary and Nursery School is looking to appoint a skilled, committed and reflective SENDCo to join our warm and inclusive school community.

This is an exciting opportunity for an experienced SEND professional to make a meaningful difference in a small primary school with a strong commitment to inclusion. The role is for two days per week, which can be worked flexibly across the week to suit both the successful candidate and the needs of the school.

We are looking for someone who is passionate about securing the best possible outcomes for pupils with SEND and who can work collaboratively with staff, families and external professionals. The successful candidate will play a key role in ensuring that pupils' needs are identified early, provision is well matched, and support is carefully monitored for impact.

The SENDCo will work closely with the SRP Lead, support staff, class teachers, the Head of School and the Executive Headteacher. They will provide professional guidance, coordinate provision across the school, support high-quality inclusive practice, and help ensure statutory SEND responsibilities are met.

### **The successful candidate will:**

- hold, or be working towards, the National Award for SEN Coordination / NPQ for SENCOs, where applicable;
- have a strong understanding of the SEND Code of Practice and statutory processes;
- be confident leading provision mapping, reviews, referrals and annual review processes;
- work effectively with teachers and support staff to strengthen classroom provision;
- build positive relationships with parents and carers;
- liaise confidently with external agencies and professionals;
- be organised, proactive and able to manage competing priorities;
- share our belief that every child can thrive with the right support, expectations and relationships.

### **We can offer:**

- a welcoming and inclusive school community;
- a committed team who care deeply about pupils and families;
- flexible working arrangements across the week;
- close working relationships with the SRP Lead, Head of School and Executive Headteacher;
- opportunities to shape and strengthen SEND provision across the school;
- supportive leadership and access to wider trust expertise.

Robin Hood Primary and Nursery School is committed to safeguarding and promoting the welfare of children. The successful candidate will be subject to an enhanced DBS check, satisfactory references and all relevant safer recruitment checks.

Visits to the school are warmly welcomed. To arrange a visit or for an informal conversation about the role, please contact [hr@robinhoodprimary.org.uk](mailto:hr@robinhoodprimary.org.uk)

**Closing date:** 9am on Monday 5th October 2026

**Interview date:** Wednesday 7th October 2026

# Job Description – Special Educational Needs Co-ordinator



## Responsible to:

Head of School and Executive Head of School

## Responsible for:

Support Staff

## Purpose of the post

The SENCo, under the direction of the Head of School, will:

- Determine the strategic development of the special educational needs (SEN) policy and provision in the school.
- Be responsible for the day-to-day operation of the SEN policy and coordination of specific provision to support individual pupils with SEN or a disability.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- The SENCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

## Professional Values and Practice

- *Staff demonstrate high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.*
- *Treat pupils consistently with respect and consideration, and are concerned for their development as learners.*
- *Demonstrate and promote the positive values and attitudes they expect from their pupils.*
- *Communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning and their rights, responsibilities and interests in this.*
- *Understand the contribution that all staff and other professionals make to teaching and learning*
- *Contribute to, and share responsibility in, the corporate life of the school*

## Main Responsibilities

- Strategic development of SEN policy and provision
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objective are reflected in the school development plan (SDP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make the use of funding more effective



## Main Tasks



### Operation of the SEN policy and coordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

### Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Coordinate provision that meets the pupil's needs, and monitor its effectiveness
- Liaise, link, support and maintain a professional dialogue with the SRP Lead in regards to all things SEN.
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability

### Leadership and management

- Work with the Head of School and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- To provide reports to the Head of School, Executive Headteacher, Local Governing Body and Trustees on the development and progress of all SEN pupils
- To make maximum use of the facilities in the provision, the facilities in the school and within the Helix Learning Trust
- Contribute to the school development plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

The SENCo will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct and take on the responsibility of deputy DSL.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCo will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Head of School and or line manager

## SENCo – Person Specification

### Qualifications

| Essential                                                                                                    | Desirable                                               | Evidence         |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------|
| Qualified teacher status                                                                                     |                                                         | Application Form |
| National Award for SEN Coordination,<br><b>or a willingness to complete it within 3 years of appointment</b> |                                                         | Application Form |
| Degree                                                                                                       |                                                         | Application Form |
|                                                                                                              | Further professional qualifications linked to education | Application form |

### Experience

| Essential                                                          | Desirable                                                                             | Evidence                      |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------|
| Teaching experience within the primary age range                   |                                                                                       | Application form<br>Interview |
| Experience of teaching pupils who have a range of additional needs |                                                                                       | Application form<br>Interview |
|                                                                    | Experience of working at a whole-school level                                         | Application form<br>Interview |
|                                                                    | Involvement in self-evaluation and school development planning                        | Application form<br>Interview |
| Experience of conducting training/leading INSET                    |                                                                                       | Application form<br>Interview |
|                                                                    | Experience of supporting colleagues in adapting teaching to support pupils with SEND  | Interview                     |
|                                                                    | Experience of working with other professionals to plan provision for pupils with SEND | Application form<br>Interview |

## Knowledge and Skills

| Essential                                                                                      | Desirable                                    | Evidence                   |
|------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------|
|                                                                                                | Sound knowledge of the SEND Code of Practice | Application form interview |
| Understanding of what makes 'quality first' teaching, and of effective intervention strategies |                                              | Application form interview |
| Ability to plan and evaluate interventions                                                     |                                              | Application form interview |
| Data analysis skills and the ability to use data to inform provision planning                  |                                              | Application form           |
| Effective communication and interpersonal skills                                               |                                              | Application form interview |
| Ability to build effective working relationships                                               |                                              | Application form interview |
| Ability to influence and negotiate                                                             |                                              | Application form interview |
| Good record-keeping skills                                                                     |                                              | Application form interview |

## Personal Attributes

| Essential                                                                                                                              | Desirable | Evidence                   |
|----------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------|
| Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school                                    |           | Application form Interview |
| Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability                                       |           | Application form Interview |
| Ability to work under pressure and prioritise effectively                                                                              |           | Application form interview |
| Commitment to maintaining confidentiality at all times                                                                                 |           | Application form interview |
| Understanding of and commitment to promoting Equality of Opportunity and safeguarding responsibilities within the Helix Learning Trust |           | Application form Interview |



## About Helix Learning Trust

In September 2026 the Helix Learning Trust brings together five mainstream schools and three specialist schools serving children and young people aged 4 to 19 across the Royal Borough of Kingston upon Thames and the London Borough of Richmond upon Thames. Our family of schools includes three nursery and primary schools, two secondary schools, a joint sixth form, and three special schools, alongside five Specialist Resource Provisions within our mainstream settings. Working collaboratively as one trust, we share expertise, resources and ambition to ensure every child and young person receives an exceptional education and is prepared for a world of opportunity.

### Our Schools

#### Primary Academies

[www.knollmeadprimary.co.uk](http://www.knollmeadprimary.co.uk)

[www.greenlane.org.uk](http://www.greenlane.org.uk)

[www.robinhoodprimary.org.uk](http://www.robinhoodprimary.org.uk)

#### Secondary and 6th Form Academies

[www.coombeboysschool.org](http://www.coombeboysschool.org)

[www.coombegirlsschool.org](http://www.coombegirlsschool.org)

[www.coombesixthform.org](http://www.coombesixthform.org)

#### Special Schools

<https://www.clarendon.richmond.sch.uk>

<https://www.strathmore.richmond.sch.uk>

<https://www.capellahouse.org.uk>

### The Region

Our schools are located in the desirable southwest London boroughs of Kingston and Richmond, offering a unique combination of green spaces, riverside living, and excellent transport links to central London. The area is popular with families and provides a vibrant mix of shopping, dining, and cultural attractions.



# What we can offer you

At Helix Learning Trust our focus on creating a happy and stimulating working environment means we offer a range of benefits to our staff.



## Professional Development & LifeLong Learning Opportunities

- Internal mobility within Helix Learning Trust with access to career opportunities across 3 primary and 2 secondary schools
- A guaranteed CPD plan tailored to your requirements
- Financial support for 'M' level study
- Access to CPD through apprenticeship training
- Bespoke management training including performance management and recruitment
- Participation in an annual Trust Wide INSET day
- Networking opportunities with our local 'cluster' schools
- Access to an online learning portal

## Community

- An enthusiastic Staff Association offering opportunities for staff sport and socialising
- Staff celebrations and rewards throughout the year
- Long service recognition
- Opportunities to collaborate and network through our annual Trust Wide INSET day



## Wellbeing

- Employee Wellbeing Programme which includes:
  - 24/7 hour confidential support by an experienced therapist or advisor
  - A free life coaching session.
  - Home Life Support including information and advice on financial, retirement, legal and tax issues.
  - A range of resources supporting both physical and emotional health
- Wellbeing modules, factsheets and videos.
- Access to CSSC member benefits scheme
- A supportive Executive Leadership Team
- Wellbeing ambassadors in our secondary schools
- Discounted membership to Nuffield Health Gyms

## Travel

- Excellent transport links to be both Richmond and Kingston Upon Thames, and Central London including close proximity to bus and railway stations
- Access to a cycle to work scheme
- Free onsite parking



## Additional Benefits

- Discounts on shopping, leisure and travel through access to Teacher Perks and Discounts for Teachers (available to support staff as well)
- Generous Pension Scheme
- Annual pay progression opportunities



# Safeguarding Children and Safer Recruitment

- ➔ Helix Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We expect all staff and volunteers to adhere to the principles and guidelines set out in the DfE Keeping Children Safe in Education document.
- ➔ All staff have access to bespoke Safeguarding training for their setting and the Helix Learning Trust is committed to sustaining a culture, where all staff and volunteers feel able to raise concerns and know that these will be followed through.
- ➔ All offers of employment are subject to a number of pre-employment checks including right to work in the UK, professional qualification verification, pre-employment health check, online presence search, appropriate Enhanced DBS checks, Children's Barred List Checks and Prohibition, directions, sanctions and restrictions checks. This includes a Section 128 check for any senior leadership positions across the Helix Learning Trust.







## Preparing you for a world of opportunity



The **Coombe Academy Trust** is a company limited by guarantee (company number 7905433, registered in England and Wales) that has its registered office at:

Coombe Boys' School, Blakes Lane, New Malden, Surrey, KT3 6NU.

Trust related enquiries: [trustenquiries@coombe.org.uk](mailto:trustenquiries@coombe.org.uk)