



Moorlands
Learning Trust



Nidderdale High School

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

Associate SENDCo

September 2026

ASSOCIATE SENDCO

Scale Pay Range 25-28

Actual starting salary £31,708.54 per annum (Scale Pay Point 25)

(FTE salary £36,363)

37 HOURS PER WEEK term time only plus 5 training days

Pattern of hours: Monday – Friday 8.30am – 4.30pm with half an hour unpaid break each day and an early finish of 4.00pm one afternoon each week

Dear Applicant

Thank you for your interest in the post of Associate SENDCo at Nidderdale High School.

Nidderdale High School is a vibrant and highly successful school, with an ambition to develop an innovative curriculum in support of academic achievement and wellbeing for all. The school continues to grow in size and maintains a strong reputation in the community. Our recent Ofsted inspection confirmed that the new benchmark of Expected Standard was met across multiple areas, with many positives identified across our provision.

The school is seeking to appoint an experienced and successful Associate SENDCo with the passion, skills and qualities to help realise our ambitions for the future.

This role provides an exciting opportunity for a colleague to contribute to strengthening SEND across the school.

The school has a strong reputation within and beyond our local community and with a wide range of professionals for outstanding pastoral care and inclusive practice. As a small school we are uniquely placed to know our students as individuals and have planned a range of bespoke and innovative programmes to support our young people, this includes our NiddVenture offer.

Relationships are key at Nidderdale High School and the successful candidate will demonstrate a commitment to restorative and relational practice. They will have high expectations and an unwavering commitment to all students maximising their potential through outstanding support, encouragement, collaboration, and mentoring. The SENDCo role forms part of an inclusive structure and the postholder will support the SENDCo as part of the wider Inclusion Team.

Kath Jordan
Headteacher

Associate SENDCo

Job Description

PRIME OBJECTIVES OF THE POST:

The post holder will work under the direction of the SENDCo to support the operational delivery of SEND at Nidderdale High School, ensuring students' needs are met effectively and in line with statutory requirements and Nidderdale policies.

Key Responsibilities:

Responsible to the SENDCo, the post holder will lead and manage the operational aspects of the SENDCo role, as outlined below:

- Play a leading role in EHCP processes, including the management of documentation, preparation for and leadership of annual reviews, and contribution to statutory compliance.
- Implement SEND provision for individual students, including allocation of support time, coordination of interventions, and oversight of appropriate support strategies
- Evaluate impact of interventions and amend as required.
- Manage, maintain, and update SEND documentation systems, including individual student passports, learning plans, the SEND register, provision mapping software, and associated records, ensuring accuracy, confidentiality, and appropriate sharing.
- Prepare for, attend, and support student review meetings, departmental meetings, and other SEND-related meetings, communicating outcomes clearly and coordinating resulting actions.
- Ensure that the 'assess, plan, do, review' cycle is actively utilised.
- Liaise professionally with external agencies, stakeholders, and the Local Authority to support students' needs and ensure statutory and procedural compliance.
- Work collaboratively within the wider Inclusion Team, supporting colleagues to deliver small-group and 1:1 interventions and providing advice on student needs and effective inclusive practice.
- Use student data and progress information to identify underachievement and contribute to the development and implementation of action plans for individual students.
- Support the examination access arrangements process, working alongside designated Access Arrangement Assessors and Exams Officer.
- Attend LA SEND network meetings, forums etc.
- Support the management and effective deployment of SEND and Inclusive Learning resources, ensuring they are used efficiently and impactfully.
- Ensure regular and effective communication with teaching and support staff regarding individual needs
- Ensure that student voice is regularly obtained and reflect this in provision planning
- Liaise with parents and carers of students with SEND, contributing to effective communication and positive partnerships.
- Contribute to reporting and accountability processes as required by the SENDCo.

- Deputise for the SENDCo on SEND-related matters when required.
- Comply with all whole-school policies and procedures.
- Line manage Learning Support colleagues on a day-to-day basis.
- Manage assistive technology provision.
- Liaise with/work with MLT SEND team and attend MLT SEND networks once a term.
- Regularly report to the SENDCo.
- Lead on and coordinate the transition programme for Y6-7 SEND students.
- Write the annual SEND report to governors with SENDCo.
- Engage in continuing professional development, keeping up to date with SEND legislation, guidance, and best practice.

Agreed by:

Post Holder: Print name **Signature.....**

Line Manager: Print Name **Signature.....**

Date:

**SPECIFICATION
Associate SENDCo**

Qualification and Training	Essential/ Desirable E/D	How Identified
Qualified teacher status recognised by the DfE	D	Application form and selection process
Recent experience working as an Assistant or Deputy SENCO	D	
Recent appropriate CPD	E	
National SENDCo qualification or willingness to complete the qualification	E	
Good Honours Degree	D	
Strong A Level qualifications	D	
Experience	Essential/ Desirable E/D	How Identified
Recent experience in the co-ordination and completion of EHCP annual reviews	D	Application form and selection process
Significant measurable impact working with students with SEND in a secondary school	D	
Successful experience of leading initiatives to engage learners with SEND and raise student achievement	D	
Experience of significant partnership working with agencies, staff, parents, families, carers to improve outcomes for pupils with SEND	D	
Recent experience of effectively using SEND assessment tools, interpreting and using the results to improve outcomes for pupils with SEND	D	
Experience of leading initiatives relating to inclusion	E	
Proven success of implementing specialist strategies to address difficulties in a range of areas including communication, social interaction, sensory regulation, and extremes of behaviour	D	
Evidence of high-level leadership skills and emotionally intelligent management to get the best out of people	D	
Experience of leading whole-school improvement strategies with significant and sustained impact on the achievement and experience of students with SEND	D	
Experience of leading CPD for groups of staff	D	
Experience of involvement in Quality Assurance processes including school review, self-evaluation and appraisal	D	
Knowledge and understanding of the Ofsted framework	D	

Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
Excellent working knowledge of the SEND Code of Practice	D	Application and selection process
Able to lead, inspire, motivate and engage groups of staff and students	E	
Able to support the development of a high-performing inclusion team and establish effective professional relationships built on trust and respect	E	
Committed to holding colleagues to account, challenging underperformance and ensuring effective corrective action, support and follow up using professional integrity and emotional intelligence	E	
Able to make clear, judicious decisions which may involve tough choices or considered risks	E	
Excellent communication skills, both in writing and orally, to a wide range of audiences	E	
An understanding of local and national educational issues particularly with regards to SEND/inclusion and be able to debate and discuss these at strategic level	D	
Able to analyse complex problems, make sound judgements and produce workable solutions	E	
Able to analyse and interpret data	E	
Able to consider new approaches, ways of thinking and challenges to the status quo	E	
Knowledge of effective behaviour and attendance management strategies	E	
Values	Essential/ Desirable E/D	
A commitment to comprehensive education, equal opportunities and inclusion for all students across the school	E	Application form and selection process
A passionate commitment to achieving the highest standards for all students across the school	E	
Fully committed to a close working partnership with parents, governors and the wider trust community	E	
An enthusiasm for developing enrichment including extra-curricular activities	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
Strong 'moral purpose'	E	Application form and selection process
Skilled at building and forming productive working relationships with staff, parents and students, with governors, partners and the wider community	E	
Shows warmth, care and sensitivity to the needs of others	E	

Is professional, self-motivated, hardworking and willing to give freely of time outside of the normal working day	E	
Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity and resilience and a sense of perspective	E	
Self-critical and reflective, able to monitor and evaluate both own and the school's performance and take action to improve or develop them where necessary; confident in celebrating individual and collective success and tackling underperformance	E	
Emotionally intelligent	E	
Sense of humour and an infectious enthusiasm!	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
Candidates should indicate an acceptance of, and a commitment to, the principles of the Trust's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Application form
Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
Will not require holiday during term time	E	
Safeguarding	Essential/ Desirable E/D	How Identified
Has appropriate motivation to work with children and young people, and can relate to them	E	Enhanced DBS disclosure
Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
Displays commitment to the protection and safeguarding of children and young people	E	
Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the actions to take if necessary	E	