



SENDCo Recruitment Pack



Welcome from Head Teacher

Thank you for your interest in the position of SENDCo at The Cooper School, part of the Acer Trust. This is an exciting opportunity to lead SEND within an ambitious and caring school community, with a shared commitment to learning, inclusion and continuous improvement.

The Cooper School sits at the heart of the Bicester community. We are deeply committed to providing an education that develops the whole child, both academically and socially. Alongside strong outcomes, we place great importance on nurturing character, confidence and kindness, supporting our students to become engaged, thoughtful and responsible members of society.

We offer a broad and balanced curriculum from Year 7 to Year 11, alongside a successful and inclusive Post-16 provision that meets the diverse aspirations of our students. We are seeking a SENDCo who will bring drive, energy and a clear sense of purpose, and who will work in partnership with students, staff and parents to bring about meaningful change for our learners with SEND.

We pride ourselves on developing leadership at every level. The successful candidate will be an inclusive, empowering and inspirational leader who can motivate others to achieve their best and who is fully committed to inclusion. You will have a strong vision for SEND, the ability to build and lead effective teams, strong organisational skills, and a deep understanding of how to ensure pupils with SEND can thrive and achieve.

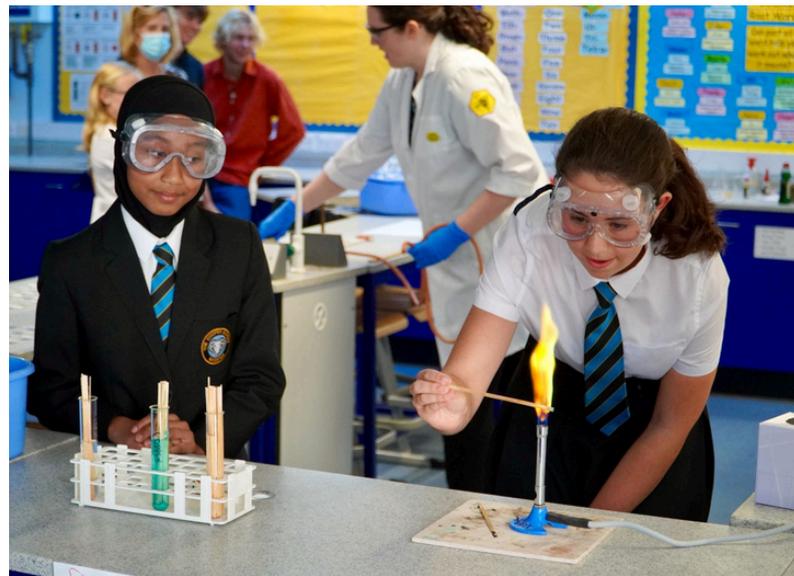
We believe that every school can continue to grow and improve, and we are looking for a leader who shares that belief. If this opportunity resonates with you, we warmly encourage you to visit us and see for yourself what makes The Cooper School such a special place to learn and work.

This pack provides an overview of the school and the role. If you have any questions or would like further information, please do not hesitate to contact our HR team at: hrnorth@acertrust.org.uk

Nathan Thomas

The SENDCo Role

This is an exciting opportunity to join The Cooper School as SENDCo, leading SEND within an ambitious, inclusive and values-driven community at the heart of Bicester. As part of The Cooper School, you will play a key strategic role in ensuring that every learner, particularly the most vulnerable, can thrive. Working closely with senior leaders, you will shape and deliver a clear vision for inclusion, ensuring that high-quality teaching, strong pastoral care and ambitious outcomes are at the centre of our approach for pupils with SEND.



You will lead and develop SEND provision across the school, ensuring full compliance with statutory responsibilities while driving forward meaningful, day-to-day impact in classrooms. This includes overseeing EHCP processes, leading effective identification and provision systems, and working closely with families, external agencies and partner schools. Crucially, you will champion high-quality inclusive teaching, supporting staff to adapt and scaffold learning effectively, embedding strategies such as pupil passports, targeted interventions and strong classroom practice so that barriers to learning are consistently removed.

As a leader, you will develop and empower others, line managing the SEND team, building staff expertise through high-quality CPD, and ensuring consistent, effective practice across the school. You will use data intelligently to track progress, close gaps and inform strategic decisions, while maintaining a relentless focus on outcomes, belonging and engagement. We are looking for someone with energy, clarity and a deep moral purpose, someone who believes that inclusion and high standards go hand in hand, and who is ready to lead the next phase of SEND development at Cooper with ambition, collaboration and impact.

SENDCo Job Description

Post Title: SENDCo

Permanent/Temporary: Permanent

Grade: MPR / UPR plus TLR 1.1

Reporting to: SLT

FTE: 1FTE

Start Date: September 2026 (or earlier)

Job Purpose

The SENDCo plays a key strategic role in supporting vulnerable learners and ensuring high-quality provision for students with Special Educational Needs and Disabilities (SEND). Working closely with the Deputy Headteacher: Pastoral, the SENDCo ensures that all learners with SEND can access the full curriculum, removes barriers to learning, and supports high-quality inclusive teaching.

The post holder ensures that the school meets its statutory duties in relation to the SEND Code of Practice (2015), the Equality Act (2010), and all requirements under the School Teachers' Pay and Conditions Document.

Key Responsibilities

1. Strategic Leadership and Management

- Contribute to and implement the whole-school strategic vision for Inclusion and SEND.
- Lead the development, monitoring, and evaluation of inclusive practices across all departments.
- Ensure school compliance with statutory SEND responsibilities.
- Support strategic planning for SEND, including curriculum pathways and provision design.
- Advise on the effective use of SEND budgets and High Needs Funding applications.
- Promote equality, diversity, and the rights of learners with SEND.
- Contribute to school self-evaluation and reporting to Governors.

2. Leadership of SEND Provision

- Manage implementation of the SEND policy and provision for pupils with SEND, including EHCPs.
- Maintain the SEND Register and whole-school Provision Map.
- Develop systems for identification and assessment of SEND pupils.
- Oversee EHCP Annual Reviews.
- Work with external agencies and the Local Authority.
- Lead KS2–3 transition for SEND students.
- Support Alternative Provision placements and quality assurance

3. Teaching, Learning, and Inclusive Classroom Practice

- Promote high-quality, inclusive teaching (Quality First Teaching).
- Model effective strategies for pupils with additional needs.
- Oversee interventions and small-group provision.
- Monitor SEND teaching and learning across the school.
- Support staff with adaptations, scaffolding, and pupil passports.
- Liaise with partner schools for continuity of provision.

4. Staff Management and Professional Development

- Line manage and develop the SEND Team, including leading on relevant recruitment, induction, and performance management.
- Provide whole-school CPD on inclusive practice.
- Build staff capacity to support a range of additional needs.
- Quality assure TA/HLTA deployment.

5. Record Keeping, Assessment, and Reporting

- Maintain systems for assessment and progress tracking of SEND students.
- Analyse data to close gaps and improve outcomes.
- Report to SLT and Governors.
- Maintain accurate Pupil Passports.
- Ensure all statutory documentation is completed.

6. Stakeholder Engagement

- Build strong relationships with students, families, staff, and external partners.
- Lead meetings with parents and attend Parents' Evenings.
- Communicate provision and progress effectively.
- Respond to Local Authority consultations.

7. Safeguarding and Professional Duties

- Safeguard and promote pupil welfare.
- Comply with Health & Safety responsibilities.
- Maintain confidentiality and professionalism.
- Undertake any reasonable duties required of a SENDCo.

Person Specification

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Degree or equivalent qualification • QTS • Hold NPQSEN or willing to complete within the first two years of appointment 	<ul style="list-style-type: none"> • National Award in Special Education Needs Coordination
Experience	<ul style="list-style-type: none"> • Teaching Children, aged 11-18, with particular barriers to learning. • Evidence of enabling measurable progress in students with AEN. • A proven track record of supporting students with AEN. 	<ul style="list-style-type: none"> • Experience of working at a whole school level • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Experience of line management
Relevant knowledge	<ul style="list-style-type: none"> • Understanding the SEN code of practice • Understanding of what makes 'quality first teaching', and of effective intervention strategies. • Knowledge of how to assess student reading ages and levels of attainment and progress in order to carry out screening tests. • Data analysis skills and the ability to use data to inform provision planning. 	<ul style="list-style-type: none"> • Ability to plan and evaluate interventions

Criteria	Essential	Desirable
Relevant skills/ aptitudes	<ul style="list-style-type: none"> • To be able to develop good learning relationships with students so that they are motivated to learn and make good progress. • Commitment to equal opportunities and securing good outcomes for students with SEND. • To be able to develop effective relationships with parents so that they work with the school to support their children to learn • Good computer skills and the ability to apply digital technologies to support student learning. • Excellent organisational, communication, administrative and interpersonal skills. • The ability to work under pressure and prioritise effectively • The ability to deal with confidential information sensitively and appropriately in line with trust policies. • The ability to differentiate resources to meet the needs of SEND students. 	<ul style="list-style-type: none"> • The ability to chair meetings
Other Requirements	<ul style="list-style-type: none"> • An awareness of responsibilities for health and safety of themselves and others • Successful and satisfactory background check received from the Disclosure and Barring Service(DBS) after interview and before appointment. • A commitment to safeguarding children and young people. 	

How to Apply

Applications should be submitted via our online platform, MyNewTerm. You can access this [here](#) or by going to <https://mynewterm.com/jobs/141069/EDV-2026-CS-26266>

When submitting your application you will have the opportunity to provide a detailed personal statement outlining your experience, strategic vision, and suitability for the role.

The closing date for applicants is 12:00 on 20th April 2026 with interviews taking place the following week.

We strongly encourage prospective applicants to arrange a visit to the school, as tours are warmly welcomed and offer valuable insight into the school's ethos and environment.

For further information or to arrange a visit please contact our North Hub HR Team: hrnorth@acertrust.org.uk

The Cooper School and the Acer Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one from current/last employer) and evidence of the formal qualifications required for the role.

Acer Trust is a multi-academy Trust rooted in the belief that excellent education and genuine personal development go hand-in-hand. Acer Trust currently has 9 schools (4 secondary and 5 primary) and is founded on excellent collaborative partnership. We believe that, by working together with a common collective purpose of improving learning for all, we can ensure a better education for all the learners in our Trust.



Our Vision

'Working together to provide exceptional learning experiences and opportunities, empowering everyone to realise exciting futures'

We seek to create a positive and ambitious learning environment in every one of our schools, through which young people are prepared for success now and for lives of purpose, fulfilment and contribution in the future.

We are committed to being a 'family of schools', working in genuine partnership, sharing expertise, challenge and support, so that each school, and every learner within it, thrives.

Our Core Values

Our values underpin everything that we do, guiding how we work, lead and learn, and strongly shaping our culture. They are:

Collaboration: We contribute collectively, sharing responsibility for the Trust's success and ensuring all thrive within it.

Big-heartedness: We are committed to interacting with kindness, warmth and consideration, recognising the value of every individual.

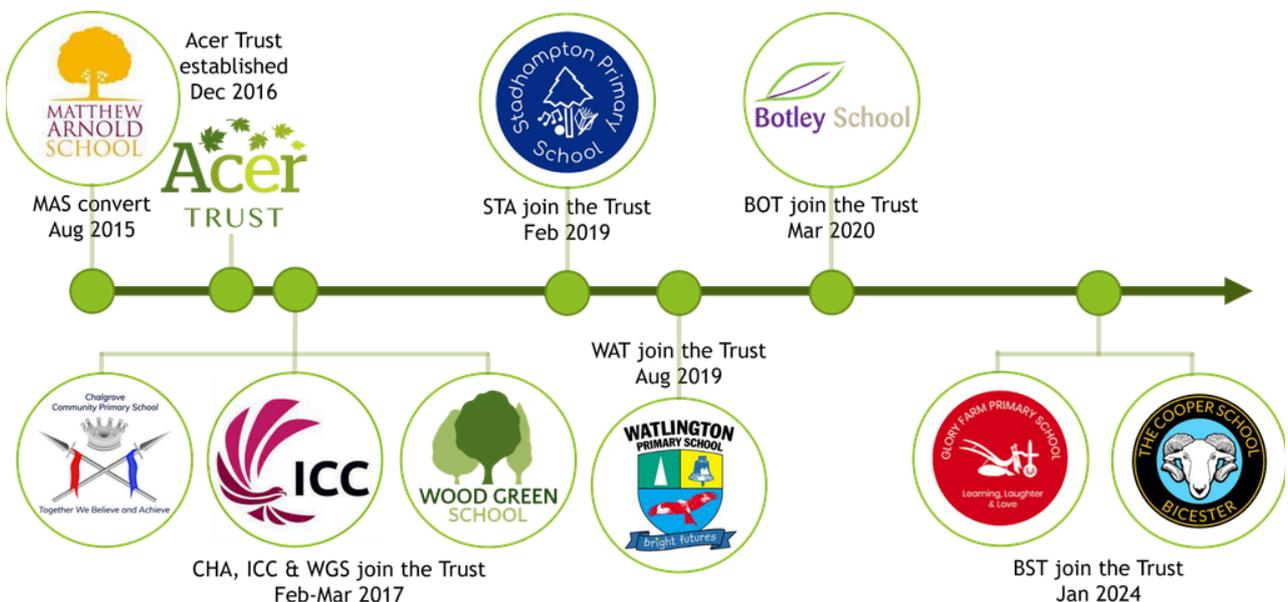
Trust: We collaborate openly and honestly, prioritising the best interests of all students and staff.

Ambition: We are ambitious for all, guiding students and staff to discover a world of opportunities, building resilience, and pushing their limits to achieve excellence.

A Brief History of Acer Trust

The Acer Trust was formed in early 2017, grounded in the principle that schools working together in partnership can drive better outcomes than working in isolation. It was created by schools who believed that a true partnership is one in which all Trust schools have a voice in the running of the Trust and a responsibility for contributing to the improvement of all partner schools and their communities.

Since its formation, the Trust has grown steadily. It now comprises both primary and secondary schools across Oxfordshire, educating approximately 5,700 pupils and students. The founding ethos was to maintain the individuality of each school while benefiting from the strength and shared vision of the group.



About Bicester

Bicester is both a historic market town and also one of the fastest growing towns in Europe. Offering excellent employment opportunities, transport links and sustainable living, Bicester is an exciting place to work, live and learn.

With a noticeably younger, family-focused population compared to the wider county, the town has seen significant growth over the past decade, and continues to attract new families and professionals drawn by good transport links to Oxford and London, expanding local services, and a mix of established and new neighbourhoods. Bicester is becoming more diverse over time, while still retaining a welcoming, close-knit feel. Schools, community groups and local organisations play a central role in shaping the town's identity, making this an exciting place for a headteacher to lead, engage with families, and help shape the next phase of the community's development.

Investment in the town is extensive and due to continue for the foreseeable future. Sympathetically designed housing developments offer a wide ranging choice of homes. Supporting infrastructure, facilities and schools are also being planned and built.

Bicester is also home to the world-famous Bicester Village designer outlet shopping centre, also supporting further growth and bringing diversity and further investment to the town.

The town centre has much to offer without losing its historic, 16th century roots. It is a family oriented town which offers a wide range of sporting activities and recreational groups. In the centre of town you will find a variety of shops, the leisure centre, parks, cinema, pubs, clubs and restaurants.



About Oxfordshire

Oxfordshire is a good place to live. The city of Oxford lies at its heart and is deservedly seen as a major European cultural gem, with several world-class museums and a thriving art scene. It also offers all the restaurants, shopping, cinemas and theatres and live music that you could hope to find. It's easily accessible via train and bus.

Oxfordshire is characterised by charming market towns, including Wallingford, Thame, Witney, Abingdon and Banbury, which have successfully retained a traditional local distinctiveness whilst also adapting to today's needs.

Oxfordshire is described as being the most rural of the Home Counties, with many open spaces focusing on conservation and environmental protection. There are plenty of country walks – and pubs to finish them in. Sailing, angling and other water sports are available at several locations. Cycling is a very popular sport along its winding lanes.



Commuting

Realistic commuting patterns

Many staff live in Bicester itself, or in Oxford or Banbury. Others live nearby in smaller towns such as Brackley (Northamptonshire) and Buckingham (Buckinghamshire) and other local villages.

Many spouses / partners commute daily by train from Bicester to London or to Birmingham for work. Access to both cities for social or cultural events is equally possible for you and your family.

Proximity and easy access into Oxford by road, rail or bus allow for job opportunities there – plus giving you an easy route into enjoying the very varied cultural life on offer in that beautiful city.

Rail

Bicester is served by the generally very reliable Chiltern Railways. Journey times include:

- Into London Marylebone ranging between 43 minutes and just over an hour.
- Into Oxford ranging between 15 - 20 minutes.
- Into Banbury at around 15 minutes.

Oxford City is principally served by Great Western Railways which takes you to Paddington via Reading, and westward all the way to Cornwall.

Roads

Decent road networks offer East-West access to Buckingham, Aylesbury, Witney and Milton Keynes. The M40 is just a mile away from Bicester providing mostly uncongested access up to the M25, West London, and Heathrow airport. Birmingham airport is an hour away. There are many pretty towns and villages also served by the M40.

Bus journeys

Bus routes criss-cross the county, with many going through Oxford as a hub. The Tube bus service is the cheapest way of getting from Oxford to London. Bus services are generally good, although the small rural villages only have a minimal service.

Acer

