



Information for candidates applying for the role of:

Assistant SENCo

Permanent, term time

Salary: NJC scale PO1 (actual salary range: £37,361 - £39,964)

Required: as soon as possible



Highlands
School & Sixth Form



Dear candidate,

I am delighted that you are considering applying for the position of assistant SENCo at Highlands School. Highlands is a very successful and popular school with a thriving sixth form. Our students come from a range of socio-economic and cultural backgrounds and we are proud to be one of the most popular and high achieving schools in London.

Our stated goal is “To provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools.” This is an aspirational goal, but one we judge ourselves against at all times. If you are successful in your application you will play a key role in improving Highlands towards achieving this.

We are judged ‘Outstanding’ in all areas by Ofsted. When we were recently inspected in November 2024, [the Ofsted report](#) highlighted the excellent curriculum, behaviour, safeguarding and personal development the school offers. The report said that students “thrive in this diverse and inclusive school”. Academic achievement is excellent at Highlands and we are featured in the Times ‘Parent Power’ lists of the top schools in England.

I am committed to developing staff and supporting their wellbeing. We have two hours of CPD every Wednesday; no other meetings are held during the week. We use centralised collaborative resources to support planning. Pastoral leaders oversee centralised detentions to free up other teaching staff. We have a two week October half term break. Teaching staff can have their PPA time blocked together and work from home.

Our approach to curriculum and teaching is influenced by the writings of theorists such as Christine Counsell and the principles of Rosenshine - yours should be too. We want to recruit a hard working and driven colleague with very high standards, someone who wants to make a real difference at Highlands. The successful candidate will be ambitious and we will support them towards fulfilling their own career potential.

Before reading on, I recommend you watch this [video](#), which will introduce you to our school. I look forward to receiving your application and meeting you in person,

Vincent McInerney, Headteacher



History, ethos and values

Highlands was opened by Sir Tony Blair in 2000, the first PFI school in the country. Recently the school has successfully transitioned to our direct management and we couldn't be more proud. It is set in beautiful grounds and has a modern building in excellent condition. Mr McNerney is the third headteacher at Highlands. The previous head, Mr Goddard, led the school on a successful journey from 'Satisfactory' in 2007 to 'Outstanding' twice. The school's Outstanding status was confirmed in the November 2024 Ofsted inspection. The school has a strong reputation in the area for high academic standards and high standards of behaviour.

Our stated goal is "To provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools." We take this very seriously and we have very high expectations of ourselves and each other. We are outward facing and research focused. We look at what the very best schools are doing nationally and internationally and then try to do it better.

Our values are determination, aspiration, respect and equality (DARE). These values underpin all of our work, and are our guiding principles. They summarise what we expect from students and staff. Our motto is 'Dare to flourish'. We chose this very carefully. The word 'dare' was chosen as it links to our values. The word 'flourish' was also carefully selected. The origin of the idea of flourishing dates back to Aristotle, who believed that the human purpose is to try and flourish, or live well. The modern spelling of the word is derived from the Latin, flos, which means flower. We like this word because we want all of our school community to grow and to develop. We know not everyone will grow and develop in the same way, but we will support them and be proud of them regardless.

Curriculum

Our curriculum has been carefully sequenced by highly skilled heads of department and faculty with the support, where appropriate, of nationally recognised experts such as Christine Counsell and David Didau. Our curriculum intent statements will give you a good sense of our philosophy towards the curriculum.

The Highlands School curriculum is highly ambitious and designed to educate students in the best that has been thought and said in each subject and to build cultural capital. At Key Stage 3 the curriculum goes beyond the requirements of the National Curriculum, introducing students to carefully sequenced core knowledge and ideas that will allow them to participate in the community of educated citizens.

The Highlands School curriculum supports a culture of reading. Reading and literacy open the doorway into the other subjects in the curriculum and to future success. The curriculum at Highlands encourages reading for pleasure and ensures students can access texts across the curriculum.

The wider curriculum at Highlands is an entitlement, not a privilege. All students take part in 28 days of carefully selected trips and visits over their seven years at Highlands to support the learning in lessons, build cultural capital and broaden their horizons to a world of opportunities.

The taught and wider curriculum, particularly through PSHE, teaches students about diversity, equality, inclusion and British values.

A photograph of two students, a girl with curly hair and a boy, both wearing dark green school uniforms with bright green piping. They are sitting outdoors, smiling and looking towards the right. The background is a soft-focus outdoor setting with trees and a body of water.

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Teaching, Learning and CPD

Our approach to teaching is underpinned by Rosenshine and the principles of direct instruction so, before applying, we advise potential candidates to be familiar with the principles and comfortable using them in the classroom. We value the teacher as the subject expert and we expect key knowledge to be delivered to students in a scaffolded and 'chunked' manner. We expect understanding to be checked throughout the lesson with the use of hinge questions, no hands up questioning and mini whiteboards. We buy all students mini whiteboards at the start of the year so they can all participate. Paired discussion is encouraged as a carefully planned part of the learning process. All departments have shared resources that are collaboratively developed and which staff are expected to use. This significantly reduces planning time for staff and means that every class has access to the same high quality resources.

Staff have CPD every Wednesday and this is built into the school day. This is a valuable opportunity for staff to share best practice, and work on curriculum development.

Highlands staff have unique access to a range of professional development opportunities, delivered by the school. These include middle and senior leadership programmes. Uptake on these programmes is high amongst our staff. For ECTs, the school offers the early career framework.

We are committed to developing our staff. You can watch some of our current staff talk about their professional journeys by clicking on the videos below [Alice](#), [Mia](#)

For more details of our benefits package and tailored CPD programme you can read our [people offer](#) here.



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Enrichment

At Highlands we think about more than exam results. The extracurricular provision at the school is excellent. In recent years Highlands students travelled to Madrid, Morocco and New York. This year students studying physics will be visiting Cern in Switzerland, language students will be visiting Madrid and there are international trips to Morocco and Eswatini planned. Our students take part in the Duke of Edinburgh programme and other visits locally and nationally.

The performing arts are a strength at the school and the shows and performances are very popular. Last year students performed in the school show, Chicago, at the Millfield Theatre. Sports are another area of success at the school; girls' football at Highlands is amongst the strongest in the region.

At Highlands students leave with excellent results but also with experiences and an appreciation for the world beyond school that will stay with them forever.

All students at Highlands participate in 'DARE days'. These are four days each year when all lessons are suspended and students and staff participate in a range of trips and activities designed to enrich their learning experience and broaden their horizons.

When school finishes early on Wednesdays for staff CPD, we run compulsory Ed-Extra for year 7. These range from rugby to fashion, from dance to judo. It is a good example of an area in which the school does something that other schools look to as an example of best practice and innovation. We believe our extracurricular programme at Highlands should rival that of any other secondary school in London.



The Sixth Form

Highlands has an Ofsted 'Outstanding', high performing and oversubscribed sixth form. In February 2025, the Department for Education value added performance tables put Highlands Sixth Form 'well above average' for two consecutive years in a row. Watch our 2025 sixth form video [here](#).

Students go on to a range of destinations including top universities (Oxford, Cambridge, UCL, King's College London), others have gone on to do degree apprenticeships at companies like Deloitte, Blackrock and law firms such as Allen and Overy. Whether it be A levels or BTECs we support students to the next stage of their life.

At Highlands it is not just what students achieve academically that matters, but what type of young people they become and what they choose to do when they leave.

It is for this reason that we have built a diverse and challenging curriculum, along with excellent enrichment opportunities for our students. Students participate in a thriving FemSoc, a debating society and other sporting events. We are an inclusive sixth form, with a welcoming, diverse and grounded community in which our students feel cared for and supported.

Supporting students to make the right university or career choices is a priority at Highlands. We have a dedicated team of staff who bring outside speakers into the school to develop students' understanding of the world of work. We have a flourishing enrichment programme which encourages sixth form students to take up leadership opportunities. We have a special pathway for students wishing to enter careers such as law or medicine, study at Russell Group universities or who wish to study at Oxford or Cambridge. We are committed to supporting each student into the career or university of their choice. Learn more about the sixth form on our [sixth form website area](#).

School priorities

Our goal is to provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools.

To achieve that the school has three strategic priorities:

1. Achieve academic excellence, underpinned by a curriculum that meets the needs of all learners.
2. Create a culture that celebrates diversity and equality and that supports inclusivity and excellent behaviour.
3. Promote a culture of leadership, self-reflection and professional development across all staff.



The Learning Support Department

Highlands School has a strong reputation in the local community for providing excellent support for SEND students. As a result we currently have 78 students with an EHCP; which is above national averages for secondary schools. Our Learning Support Department is led by an assistant headteacher who is the lead SENCo. We have a large team of learning support assistants, many of whom are graduates in English/maths/science and an assistant SENCo and an administrative officer.

The school also has a local authority funded ARP for deaf students. This provision is led by a teacher of the deaf, who is supported by a team of communication workers and learning support assistants.



The role: Assistant SENCo

Job purpose

To assist in leading and managing the provision of special educational needs learning support and to take on the role of Assistant SENCO to support high quality teaching, effective use of resources, and high standards of learning and achievement for all pupils. To support the day-to-day operational work of the SENCO.

Job details

The position is full time, term time (36 hours per week x 38 weeks per year).

The successful candidate will report to the SENCo.

The salary is NJC PO1 (actual salary range: £37,361 - £39,964)

The role starts as soon as possible.



Job description

Key accountabilities

- Access Arrangements.
- Assist the SENCO in leading the provision for special educational needs within school, liaising with the headteacher as required.
- Assist in the leadership and line management of learning support staff.
- Manage appropriate SEND resources and to ensure that they are used efficiently, effectively and safely.
- Develop curriculum resources to ensure that pupils with SEND have the necessary levels of support.
- Support the SENCO in managing the implementation of an inclusive curriculum.
- Support the SENCO in sustaining the effective teaching of pupils with SEND across the school leading to high quality outcomes.
- Plan and lead interventions.
- Track and monitor the progress of SEND students.

The main responsibilities of the post include, but are not limited to, the following:

- Support the provision of SEND, including the allocation of support time, the writing of individual education plans and applying for statutory EHC plans as required.
- Liaise with relevant outside agencies to ensure that the SEND needs of individual pupils are met effectively.
- Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.

- Ensure that the SEN register is kept accurate and up to date and that staff are kept informed of pupils' special educational needs.
- Work with the SENCO and other staff to ensure that individual education plans are used to set subject-specific targets and match work well to pupils' needs.
- Support the monitoring of the effectiveness of individual education plans and arrange and where appropriate chair annual reviews under the guidance of SENCO.
- Support the SENCO in the curriculum development work of the learning support team, including the development and implementation of course outlines, syllabuses and schemes of work.
- Support the SENCO in the devising, implementation and updating of learning support team policies which reflect the school's commitment to high achievement, and effective teaching and learning.
- Support the SENCO in analysing and interpreting relevant national, local and school pupil data, plus research and inspection evidence, practices, expectations, targets and teaching methods.
- Use data effectively to identify pupils who are seriously underachieving and where necessary create and implement effective plans of action to support those pupils.
- Support the SENCO to lead the production of a learning support improvement plan as part of the school improvement plan, to include staff development and training implications.

Job description continued:

- Provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different pupils.
- Work with the SENCO to promote an inclusive curriculum.
- Support meetings of SEN staff, communicate information to staff and co-ordinate resulting action.
- Monitor with the SENCO the day-to-day management of the learning support work areas, creating a safe, effective and stimulating environment for the teaching and learning of learning support.
- Work with the SENCO to manage the budget and resources allocated to pupils with SEND.

Support the SENCO in benchmarking identification and provision against local, regional and national data sets, as required

- Deputise for the SENCO.
- Undertake other duties, as required by the headteacher, as appropriate to the grade of the post.

In order to perform this role well, the assistant SENCO is expected to:

- Maintain a thorough working knowledge of the school's policies and procedures related to SEND, including the SEN Information Report, Child Protection, Safeguarding and Inclusion policies.
- Regularly attend relevant training and development events.
- Act in the best interest of all the pupils of the school; and behave in a professional manner, including maintaining confidentiality as required.
- Contribute to relevant professional development
- Maintain confidentiality about home-school/student-teacher/school work matters.
- Carry out any other duties required by headteacher within the scope of the post.

Equal opportunities

To work within and encourage the school's Equal Opportunities Policy and contribute to diversity policies and programmes in relation to discriminatory behavior. Click [here](#) for our equal opportunities statement.

Review Arrangements

The job description is not an exhaustive and you will be expected to carry out any other reasonable tasks as directed by your line manager, and the Headteacher.

All schools in Enfield are committed to safeguarding and promoting the welfare of children and young people. Therefore, all employees working at this school are expected to share this commitment as and when required.

Person specification

The following outlines the key knowledge, skills and experience required for this position. As part of the shortlisting process, the selection panel will assess each candidate against the criteria listed below.

Knowledge, skills and experience

- GCSE A*-C in English and maths or equivalent qualification.
- Evidence of professional development.
- Excellent communication skills (written, oral and utilising I.T.).
- Experience of supporting students with special educational needs and/or vulnerable students to achieve the very best educational outcomes.
- Experience of working in schools/education.
- Experience of line managing staff and/or supporting staff to improve their professional performance.
- An understanding of different types of special educational needs.
- Experience of supporting the welfare and wellbeing of students.

Personal Qualities

- Integrity.
- Trustworthiness.
- Good work ethic.
- Adaptability.
- Ability to work under pressure.
- Excellent interpersonal skills.
- Good organisational skills.
- Calm and professional manner



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The application process

Please apply by visiting the [vacancies page](#) on our website and complete an application form via MyNewTerm in full with a personal statement of no more than two sides of A4 outlining how you meet the person spec. This can be typed in the space on the application form or as a separate document.

Closing date: 9am on Friday 18th September 2026. Interviews will be held shortly afterwards.

If you have any questions, please contact Kavita Tailor, HR Officer, at hsjobapp@highlearn.uk or 020 8370 1166.

The Governing Body are committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be required to undergo an enhanced DBS check.



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