



Special Educational Needs and Disabilities Coordinator (SENDSCO) Recruitment Pack

March 2026



Dear Prospective Applicant,

It is a pleasure to welcome you, in my role as Interim CEO of Create Partnership Trust, and to introduce what is truly an exciting opportunity to join a Trust dedicated to developing exceptional teachers and leaders.

We are recruiting a substantive SENDCo for Brookfields Primary School—a truly wonderful school rated *Good* in all areas by Ofsted. As a DfE Attendance and Behaviour Hub for the region, Brookfields has attendance above the national average, exceptionally low persistent absence, and minimal behaviour concerns. The school benefits from a talented staff team and fantastic children. Outcomes at the end of Key Stage 2 are above the national average in Reading and Writing and in line with national performance in Maths. We are seeking candidates with the passion, ambition, and expertise to continue moving this thriving school forward.

At Create Partnership Trust, our values—innovation, collaboration, aspiration, and integrity—guide everything we do. They underpin our vision to change the world... one child at a time. Serving communities facing significant deprivation, we understand the transformative impact of an exceptional SENDCo who embodies these values and inspires others to do the same.

Collaboration is central to life at Create. We believe that strong relationships and shared expertise drive the highest outcomes for children. As SENDCo, you will be pivotal in nurturing partnerships with families, the community, and colleagues across the Trust, fostering a culture of collective responsibility and support. At Create, we truly operate as one family.

True to our name, creativity and innovation are integral to our approach. We encourage pupils to explore their talents, express themselves, and develop a love for learning. The Arts at Brookfields are particularly well established and celebrated, enriching the curriculum and school culture.

Finally, integrity sits at the heart of our Trust. We believe in doing what is right—even when it is not the easy choice. As SENDCo, you will model the highest standards of professionalism, honesty, and kindness, setting the tone for a respectful and nurturing school environment.

This is a significant and rewarding leadership opportunity within a dynamic and forward-thinking Trust. I warmly encourage you to apply, and I look forward to the possibility of working together to secure the very best education and life chances for our children.

Warm regards,

Chris Dyson

Interim CEO

Bernadette O'Rourke

Head of School



Brookfields Primary School, located in Hockley, is a dynamic learning community proudly rated "Good" by Ofsted. Over the last three years, we've invested over £250,000 in our building, creating inspiring spaces for our pupils. Our fantastic out-of-hours provision offers exciting activities for children, ensuring their school experience extends beyond the classroom. At Brookfields, every child's potential is nurtured within a supportive and inclusive environment, preparing them for a bright future ahead!

Appointment of SENDCO

| | |
|----------------------|---|
| Reports to: | Headteacher |
| Location: | Brookfields Primary School |
| Contract: | Permanent |
| Pattern: | Full time, all year round |
| Closing date: | 9am, Monday 27th April 2026 |
| Interviews: | w/b 11th May 2026 |
| Salary: | L2 – L6 (£53,069 - £58,569) |

Do you believe inclusion should be bold, innovative and transformative? Do you want the freedom and professional trust to shape a school-wide approach to SEND that truly changes lives? If so, this could be your next step.

About Us

We are a vibrant and diverse school in the heart of Birmingham. Our ambition is simple yet powerful: 🌟 *To build a culture where everyone shines so brightly that together, we dazzle.* 🌟 We want every child to thrive, every staff member to feel supported, and every family to feel included. Inclusion sits at the heart of that mission.

The Role

We are seeking an experienced and driven SENDCO to join our Senior Leadership Team. This is a non-class based role with protected non-contact time – because we know how important it is for you to have the space to lead effectively. This is a challenging but exciting opportunity for someone who:

- Wants the freedom to develop and lead innovative approaches to inclusion.
 - Thrives on shaping culture, systems and practice that remove barriers and unlock potential.
 - Can bring both strategic vision and day-to-day leadership to SEND across the school.
 - Values collaboration, professional development and the chance to make a visible difference.
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What We Offer

- A supportive leadership culture where your expertise is respected and your ideas will be heard.
 - Protected time to do the role properly – no class responsibility.
 - Access to rich professional development and leadership opportunities within our wider trust.
 - A school community full of potential, waiting for the right person to make a real impact.
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About You

We are looking for a SENDCO who is:

- Experienced – with proven SEND leadership and a strong understanding of best practice.
 - Ambitious for inclusion – with a track record of finding creative, effective solutions.
 - A leader – able to inspire, challenge and support staff across the school.
 - Strategic and resilient – comfortable with the tough realities of SEND leadership, but motivated by the chance to change them.
 - Collaborative – excited to be part of a trust-wide network and committed to working with others to achieve the best outcomes.
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Join Us

This is not a role for someone looking to stand still. It's for a SENDCO who is ready to take ownership, innovate and lead from the front – making a tangible difference to children, families and staff. If you're ready to be part of a school on an exciting journey, where inclusion is at the heart of everything we do, we would love to hear from you.

✦ *Come and help us build a school where everyone shines.* ✦

How to Apply:

For more information about the role please contact Louise Hooper, Senior Office Manager on [0121 675 1897](tel:01216751897) or at enquiry@brookfields.create.org.uk

Applications to be completed and submitted on MyNewTerm here <https://mynewterm.com/jobs/146437/EDV-2026-BPS-50194> (no CVs please)

Create Partnership Trust is committed to safeguarding and protecting our children and young people. All posts are subject to a safer recruitment process which includes enhanced criminal records and barring checks, scrutiny of employment history, robust referencing and other vetting checks. Our safeguarding system is underpinned by policies and procedures which encourage and promote safe working practice across the Trust. On joining you will be required to undergo continuous professional development to maintain safe working practice and to safeguard our children and young people.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further information about filtering offences can be found in the [DBS filtering guide](#).

This post is covered by part 7 of the immigration act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement of this role.

Online searches are carried out on all shortlisted candidates for positions at Create Partnership Trust. The searches are carried out to identify any incidents or issues that have happened, and are publicly available online, which the Trust might want to explore with the candidate at interview. Please find a link to our safeguarding policy <https://www.create.org.uk/policies-documents> you are encouraged to read this policy prior to applying to work with us.

CREATE PARTNERSHIP TRUST IS COMMITTED TO PROMOTING A DIVERSE AND INCLUSIVE WORKFORCE

Job Description

All references to pupils in this document relate to those with special educational needs and disabilities.

1. CORE PURPOSE

- To lead the day-to-day operation and coordination of the school's provision for pupils with special educational needs and disabilities (SEND) under the line management of the Deputy Headteacher (DHT)
- To oversee the implementation of the school's SEND strategy and policy
- To agree with the DHT the systems for communication and task management
- To actively promote inclusive provision as a right for all pupils and the responsibility of all staff
- To provide professional guidance and support for all staff in terms of pupils' academic achievement and pastoral welfare
- To be an active member of the school's Senior Leadership Team
- To carry out the professional duties of a teacher, meeting the Teachers' Standards.
- To promote the principles, values and policies of Create Partnership Trust

2. DUTIES AND RESPONSIBILITIES

2.1 Key requirements

- Demonstrate high level understanding of pupils' barriers to learning and the ways they can be mitigated or overcome
- Ensure that all pupils receive the best possible provision, achieve optimum standards and make at least good progress
- Understand SEND systems and statutory requirements
- Understand the customer-facing role and the importance of high quality, professional relationships and communications with all stakeholders
- Be an excellent teacher
- Must hold the National Award for SEN Coordination (NASENCO) and be prepared to start the National Professional Qualification for SENCOs (NPQ for SENCOs) or have started it.
- Must have a proven track record of holding Annual Reviews and in successfully completing funding applications.

2.2 Leading and supporting staff

- Communicate effectively to clarify the school's expectations, individual and collective staff roles and responsibilities, the legal framework and the moral rationale
- Lead teachers and support staff across the whole school to develop consistently good and inclusive teaching, learning and assessment
- Provide high quality support, modelling and coaching for staff to improve their understanding of, and provision for, pupils' individual needs, paying particular attention to NQTs
- Support teachers to develop appropriate learning programmes for pupils, including curriculum adaptations
- Support middle and senior leaders in their deployment and line management of all staff involved in teaching pupils with SEND

- Guide and support all staff in their understanding of SEND and its appropriate pedagogy, cascading up-to-date information and research evidence
- Lead staff meetings and training sessions for teachers and support staff to ensure good practical outcomes and meaningful assessment of pupils' progress
- Ensure that intervention planning, staff deployment and timetabling are used effectively
- Support staff in making initial assessments of pupils newly arrived to school in the early years or as in-year admissions throughout the school
- Collect staff feedback on outcomes of various strategies or any ongoing concerns
- Represent staff views to the LT and to the DHT and equally, relay the views and directives of senior leaders to staff in a positive and unified way
- Provide high quality feedback for staff on their performance and subsequent support for improvement
- Give clarity to all teachers and especially Year Group Leaders (YGLs) regarding the digital or paper records they need to keep; e.g. assessment data, accuracy of pupil records

2.3 Supporting pupils

- Ensure that the welfare, attendance and safeguarding of pupils are given the highest priority, working closely with the Safeguarding Manager and DHT where concerns are raised
- Carry out assessments of pupils to identify needs and monitor progress, including classroom observations and scrutiny of their work in books and the progress they are making in terms of the curriculum essentials
- Ensure that pupils have learning plans which include appropriate timetabled support and the range of resources to meet their needs
- Track and monitor pupils so that they achieve optimum standards and make at least good progress through the year
- Demonstrate good and inclusive classroom strategies (e.g. questioning, feeding back, modelling, planning for successive learning, scaffolding, pre-tutoring) for pupils' optimum success
- Ensure that pupils read and write every day and that a rigorous phonics programme is consistently implemented
- Ensure that planned interventions follow detailed diagnosis, are intensive and short-term and can demonstrate good impact
- Have a strong pedagogical understanding of teaching and learning based on well-founded research and know how to put it into operation
- Champion the rights of pupils in terms of provision and opportunity
- Provide behaviour management support where a pupil's needs are affecting her/his behaviour and learning
- Lead regular pupil voice activities to gain first-hand knowledge and understanding of their school experiences
- Take an overview of pupils outside regular classroom provision; e.g. during breaks and lunchtimes or at points of transition

2.4 Leadership actions

- Lead by example to provide inspiration and motivation for all staff
- Work alongside the Inclusion Administrator to ensure that all documentation is accurate and efficiently managed, paying particular attention to data protection and confidentiality requirements
- Understand the full range of documentation required to meet statutory requirements and good practice expectations: reports, reviews, feedback to parents and staff, notes of meetings, registers of pupils, etc

- Have an overview of SEND funding and spending, working with the Inclusion Administrator and the Trust Accountant, under the leadership of the DHT
- Recommend staff deployments and ensure that staff provide access to the appropriate resources for pupils: books, specialist equipment, etc
- Analyse school, Trust and national assessment data and feed into Pupil Progress Meetings so that all are clear about progress to date and the next steps
- Work with the EY Leader and DHT to ensure high quality assessment and provision for pupils with SEND in the EY, including an early focus on those whose needs may be undiagnosed
- Be well organised and manage time effectively
- Ensure that clear SEND objectives are submitted for inclusion in the School Improvement Plan (SIP)
- Draw up appropriate short-term and medium-term action plans which apply to pupils in all year groups
- Undertake SEND self-evaluation and contribute to the School Self-Evaluation process
- Report authoritatively on the outcomes of the provision for SEND including to the Executive Headteacher (EHT), CEO, Local Advisers or the Board and be able to articulate a coherent and accurate account of progress during SEND consultancy visits, reviews or inspections
- Coordinate (and chair where required) annual reviews, case meetings etc
- Contribute to the formulation of appropriate policies and procedures

2.5 Engaging with parents

- Maintain good communications with parents/carers, especially for particularly vulnerable pupils, including opportunities for them to provide information and give feedback
- Ensure that parents/carers are fully informed about, and engaged with, the provision for and progress of their children

2.6 Working with external agencies

- Work with external agencies to maximise resources and support
- Make referrals and liaise with external professionals; e.g. educational psychologist, speech and language therapists, specialist teachers
- Submit appropriate requests for EHCPs including transition for pupils to Special School

2.7 Personal commitment as a leader

- Demonstrate high level interpersonal skills in order to develop successful motivated teams
- Demonstrate high level leadership skills including the ability to delegate, prioritise and hold others to account.
- Be well organised and meet deadlines, submitting reports promptly and demonstrating the importance of an effective work life balance
- Demonstrate the ability to critically reflect and self-evaluate
- Be an excellent role model in terms of professional conduct
- Demonstrate personal resilience in the face of challenging circumstances
- Participate in professional development opportunities which support the role of a SENDCO
- Keep abreast of educational developments and best practice in SEND provision and management in order to implement appropriate innovation

2.8 Other

- Work with other SENDCOs across the Trust to share best practice and develop consistent approaches

- Undertake such duties at the discretion of the Headteacher, HoS or DHT as may reasonably be required by the changing needs of the school
- Maintain a positive view of change and be prepared to adapt the role as the Trust grows, matures and evolves
- Understand that the role will receive some part-time administrative support but nevertheless requires considerable further administration and full oversight by the SENDCO.

3 ACCOUNTABILITY AND REPORTING

- Accountable for all elements outlined in the job description
- Reporting to the DHT
- Line managed and appraised by the DHT
- Subject to performance-related pay in line with the Trust's pay policy

4 LINE MANAGEMENT RESPONSIBILITY

- Direct line management responsibility (including appraisal) – Interim Inclusion Administrator
- Indirect line management (alongside other leaders) – staff working with pupils who have SEND

5 SPECIAL CONDITIONS OF EMPLOYMENT

5.1 Rehabilitation of Offenders Act 1974

- This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further information about filtering offences can be found in the [DBS filtering guide](#).

5.2 Health and safety

- The jobholder is required to exercise duty of care by taking responsibility for her/his own health and safety and that of others, who may be affected by their acts or omissions (failure to act).

5.3 Equality and inclusion

- The Trust is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment.

5.4 Safeguarding

- The jobholder is expected to observe her/his obligations in accordance with the Safeguarding Policy and to report any concerns that s/he might have regarding any child's welfare to the appropriate person.

5.5 Staff code of conduct

- The jobholder is expected to observe the staff code of conduct and be a role model for others.

5.6 Security of information

- The jobholder is expected to observe all legislation and professional guidance in relation to data protection and confidentiality.

5.7 **Right to work**

- The jobholder must have permission to live and work in the UK.

5.8 **Working time**

- Full-time – although part-time will be considered
- Required to work 190 pupil days and up to 10 training days each year – pro rata
- The jobholder is entitled to a break of reasonable length around the middle of each school day
- The jobholder is entitled to leadership time in relation to job responsibility.
- The jobholder is entitled to PPA time as 10% of actual teaching time

Person Specification

Assessment focus: - blue shading

- 1 Written application 2 Documentary evidence 3 Interview process 4 References

| EDUCATION AND PROFESSIONAL QUALIFICATIONS NB Full regard must be paid for overseas qualifications | Desired Essential | Assessment focus | | | |
|---|----------------------|---------------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| Qualified Teacher status with at least four years' experience in the primary sector | Essential | | | | |
| Evidence of continuing and recent professional development with particular reference to Special Educational Needs (SEN) | Desirable | | | | |
| Hold the National Award for SEN Coordination (NASENCO) and be prepared to start the National Professional Qualification for SENCOs (NPQ for SENCOs) or have started it. | Essential | | | | |

| EXPERIENCE AND KNOWLEDGE | | | | | |
|--|-----------|--|--|--|--|
| Teaching in at least two of: EYFS, KS1 and KS2 | Essential | | | | |
| Have a proven track record of holding Annual Reviews and in successfully completing funding applications. | Essential | | | | |
| Liaising on individual pupil matters with staff, pupils, parents/carers, agencies outside the school and other schools | Essential | | | | |
| Liaising on policy and practice with external stakeholders | Essential | | | | |
| Management & deployment of teachers and support staff | Essential | | | | |
| Identification and monitoring of pupils with SEND | Essential | | | | |
| Coordination of arrangements for pupils with SEND; eg provision plans, annual reviews | Essential | | | | |
| Transition arrangements | Essential | | | | |
| Assessment of SEND pupils | Essential | | | | |
| SEN audit | Essential | | | | |
| Resource management and provision mapping | Essential | | | | |
| Managing a budget | Desirable | | | | |
| Involvement in improvement planning and self-evaluation | Essential | | | | |
| Leading CPD | Essential | | | | |
| Knowledge of the SEN Code of Practice | Essential | | | | |
| Experience of applying the SEN Code of Practice | Essential | | | | |
| Knowledge of the EHCP process | Essential | | | | |
| Experience of the EHCP Process | Essential | | | | |
| Behaviour management techniques | Essential | | | | |
| Current curriculum and pedagogy research | Essential | | | | |
| Use of assessment data | Essential | | | | |
| Managing change | Essential | | | | |
| Use of ICT to support progress | Essential | | | | |
| Equality and inclusion issues | Essential | | | | |

| SKILLS | | | | | |
|--|-----------|--|--|--|--|
| Outstanding classroom practitioner | Essential | | | | |
| Record of raising attainment and promoting good progress | Essential | | | | |
| Good communication skills, both written and oral | Essential | | | | |
| Good presentation skills with the ability to enthuse and motivate others | Essential | | | | |
| Good organisation and record keeping skills | Essential | | | | |

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|---|-----------|--------------------------|--------------------------|--------------------------|--------------------------|
| Management of support staff | Essential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Able to advise teachers across the school | Essential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Implementation of intervention strategies | Essential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Building effective working relationships | Essential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ability to provide professional direction to the work of others | Essential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| PROFESSIONAL AND PERSONAL ATTRIBUTES | | | | | |
|---|-----------|--------------------------|--------------------------|--------------------------|--------------------------|
| Work attitude which encourages, inspires, motivates and empowers children | Essential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Commitment to excellence in all aspects of work | Essential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self-aware, reflective, adaptable and emotionally intelligent | Essential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Commitment to best practice in safeguarding and health and safety | Essential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Commitment to equalities and inclusion in policy and practice | Essential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrating optimism, resilience and perseverance | Essential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| OTHER | | | | | |
|---|-----------|--------------------------|--------------------------|--------------------------|--------------------------|
| Willingness to maintain confidentiality on all school matters | Essential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Create Partnership Trust was established in Birmingham in September 2016. We are four primary schools across Birmingham. Greet Primary and Conway Primary, which were federated in 2009, formed the Trust initially. Hodge Hill Primary joined in January 2017 followed by Brookfields Primary in November 2018.

The uniqueness of each school is respected and celebrated by the Trust, but we also seek ways of working collaboratively - sharing best practice, solving common challenges and moving forward together.

Our mission is based on an innovative approach to supporting schools:

- To create the **best teachers**
- To create the **best leaders**
- To create the **best education**
- To create the **best opportunities for our children**

Our aim is to create the best possible education for disadvantaged children in Birmingham by:

- Creating an innovative central team with capacity to support school leaders with all aspects of school improvement and school leadership
- Creating a collaborative approach to school improvement with a strong partnership between the Trust and the schools and between the school staff across the Trust
- Creating ambitious schools with aspirational outcomes for children
- Creating a culture of integrity between the Trust and the schools where every person is valued; people work with kindness and a moral purpose and each school's unique character is celebrated



Benefits offered by the Trust

Commitment to family

- We are a family friendly employer – we always give proper consideration of requests to visit family special occasions

Commitment to wellbeing

- We provide Employee Assistance for all staff and family with access to a 24 hour helpline including GP assistance; one to one fact-to-face counselling and online health portal
- We provide all relevant staff (Headteachers, Designated Safeguarding Leads and other leaders) with regular, free psycho-dynamic supervision
- We are committed to considering flexible working requests
- We offer all staff access to Trust Occupational Health

Commitment to Health

- We provide a contribution to cost of eye tests
- We provide access to Medicash / Birmingham Hospital Saturday Fund
- We offer free Flu Jabs

Commitment to working ethically

- We contribute to the Teacher Pension Scheme
- We are committed to national pay scales and terms of conditions
- We are a living wage employer
- We offer generous annual leave for support staff
- We are committed to supporting the cost of living pay rises each year

Commitment to continuous professional development

- We offer all Headteachers and Deputy Headteachers get three fully-funded residential trust-to-trust visits each year
- We provide all staff have a CPD pathway with relevant, accredited training or apprenticeship
- We provide access to the full suite of CPD and NQOs through our strategic partner, the ARK Birmingham Teaching School Hub