



LEARNING
ACADEMIES TRUST

**SPECIAL EDUCATIONAL
NEEDS CO-ORDINATOR
(SENCO)
RECRUITMENT PACK**

HIGH VIEW SCHOOL

BELIEVE YOU CAN, TOGETHER WE WILL

www.learningat.uk 01752 914160 @ hr@learningat.uk

About the Learning Academies Trust

The Learning Academies Trust was originally formed by three Plymouth primary schools in November 2016 and has grown from there. In terms of pupil numbers, the Trust is now the largest primary school MAT, or Multi Academy Trust in the city of Plymouth.

The Learning Academies Trust is a family of schools dedicated to delivering outstanding education to all our children, whatever their starting point or background. Our Trust's mission is:

Together we will... work with our children, families, and communities to provide exceptional learning opportunities for all our children

All of our schools are committed to the following values:

Aspiration Excellence Collaboration Inclusivity Kindness Respect



We know that with great leadership, inspirational teaching, caring pastoral support and hard work, every child in every one of our schools can succeed. By joining our Trust, you will become part of an inspiring group of people, committed to shaping a great future for our city's children.

The Learning Academies Trust is comprised of 18 Primary Schools across the city of Plymouth and delivers exceptional education to approximately 5000 children and employs over 900 members of staff. Each school has a unique identity and set of values but are joined together in their aspirations for their communities. For more information about the Trust, our schools and what we do, check out our website www.learningat.uk

A message from our Chair of the Trust Board...

Thank you for your interest in joining Learning Academies Trust. Whether you are at the beginning of your career or bringing years of experience, we are delighted that you are considering becoming part of our community.



At Learning Academies Trust we are committed to providing outstanding education that prioritises our children's needs. Our Trust is proudly made up of 18 primary schools, each united by a shared belief in the power of education to transform lives. Central to our mission is a deep and enduring commitment to improving the life chances of disadvantaged children, and this shapes our strategic decisions and every aspect of our culture. We know that when a child is given the right support, challenge and care, there is no limit to what they can achieve—and every member of staff plays a vital role in making this a reality.

Our values— **Collaboration, inclusivity, kindness, and respect**—are at the heart of who we are. They guide how we work with one another, how we engage with our children, families, and communities, and how we face challenges and opportunities together. These values are grounded in our shared sense of **purpose, ambition, and care**, driving us to strive for excellence while nurturing a culture where every individual is seen, heard, and supported.

As a Trust, we believe in investing in our people. When you join us, you join a team that celebrates professional growth, encourages innovation, and places strong relationships at the centre of its work. We want every colleague to feel valued and empowered to make a meaningful difference.

If you share our ambition and feel inspired by our mission, we look forward to welcoming you. Together, we can continue to create exceptional schools where all children—and all staff—can thrive.

Mrs Debbie Taylor

A message from our CEO...

This is an exciting time to be considering a career with us at the Learning Academies Trust. As a Primary phase family of local schools, we have high expectations to deliver the very best for our children.



If you are passionate about working with us and the children in our schools, we'd love to hear from you. Information about the role and the school you are applying for are detailed in this pack and for wider Trust wide news and information, please check out our website or Twitter feed [@learningatceo](#).

If you would like any further information or a conversation about the Trust, then there is no better way than to do this in person.

Please contact our Trust HR Team to arrange a time to talk hr@learningat.uk

Mr Simon Spry

About High View School

Headteacher: Tessa Saunders

Location: Torridge Way, Efford, Plymouth PL3 6JQ

Approximate number of students: 340

Approximate number of staff: 50



Message from the Headteacher

Welcome to High View School, where we pride ourselves on creating a warm, welcoming environment in which every child feels valued, supported, and inspired to thrive.

Our vision — Be Happy, Be Curious, Be Tolerant, Be Respectful, Be Creative — is at the heart of everything we do, shaping a culture of kindness, exploration, and high expectations. As a school at the centre of the community, we work closely with families and local partners to ensure our pupils grow into confident, compassionate individuals.

Oracy is the golden thread that runs through our curriculum, empowering children to express themselves clearly, listen actively, and engage thoughtfully with the world around them. We believe that every child has a voice, and we are committed to helping them use it with confidence and purpose. If you share our passion for nurturing young minds and building a vibrant, inclusive learning community, we would love to hear from you.

Tessa Saunders, Headteacher

Special Educational Needs Co-ordinator (SENCO) Job Description

Terms of contract	Permanent
Grade	MPS 1 – UPS 3 TLR 2a
Salary FTE	£32,916 - £51,048 £3,527
FTE	1.0 FTE
Closing date	Thursday 26 th March 2026
Proposed interview date	Wednesday 1 st April 2026
Anticipated start date	As soon as possible or September 2026

Job Summary

The SENCO will be an exemplary practitioner with a remit to ensure that children with SEND are taught effectively throughout the school. The SENCO will be responsible for the day to day operation of SEND provisions and the provisions for students with additional educational

needs. The SENCO will also need to ensure that the school upholds its duties according to the Code of Practice and they will co-ordinate, monitor and develop provisions for students with SEND according to national and local guidelines, the SEND policy, the local SEND offer and the school's policies and procedures.

The SENCO will be an excellent communicator, who can maintain very effective communication systems with parents, school staff and a range of outside agencies to work together to raise the standards of attainment and achievement across the whole school and to monitor and support student's progress.

Main purpose

The SENCO, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination 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
- Report to parents on the development, progress and attainment of pupils.
- Promote the school's code of conduct amongst pupils, in accordance with the school's behaviour policy.
- Participate in meetings which relate to the school's management, curriculum, administration or organisation.
- Communicate and co-operate with specialists from outside agencies.
- Make effective use of ICT to enhance learning and teaching.
- Guide and support SEND support staff.
- Participate in the performance management system for the appraisal of their own performance, or that of other staff.
- Implement agreed school and trust policies and guidelines.
- Support initiatives decided by the LAT, Headteacher and staff.

The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

Key Roles and 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
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Operation of the SEN policy and co-ordination 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
- 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
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure that 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 headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement 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 SEN 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 working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Additional Information

- The post holder is required to uphold and promote the school’s policy on Data Protection and GDPR, to be mindful of their responsibilities under the act/s in processing personal data and of the implications of unauthorised disclosure.
- As part of the wider duties and responsibilities, the post holder is expected to promote and actively support the Trust’s responsibilities towards safeguarding.
- This post is subject to an Enhanced Disclosure and Barring Service Check for Regulated activity.

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.

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 Headteacher.

Person Specification

Job Title	SENCO
Location	High View School
Grade	MPS1 – UPS3 plus TLR 2a

	Essential	Desirable
Experience	Excellent teaching skills and a passionate commitment to excellence and enjoyment	<i>Lead CPD across the school</i>
	Sound and thorough knowledge of the National Curriculum/Foundation Stage Curriculum for the Key Stage teaching in	
	Experience of working successfully across different age groups within a primary school	
	Involvement in self-evaluation and development planning	
	Experience of conducting training/leading INSET	
	Understanding of the importance of pupil progress data tracking and target setting	
	Experience working as a SENCO	
Skills and knowledge	Sound knowledge of the SEND Code of Practice	
	Understanding of what makes ‘quality first’ teaching, and of effective intervention strategies	
	Ability to plan and evaluate interventions	

	Data analysis skills, and the ability to use data to inform provision planning	
	Effective communication and interpersonal skills	
	Ability to build effective working relationships	
	Ability to influence and negotiate	
	Good record-keeping skills	
High quality behaviour management	A proven ability to manage children's behaviour, using a positive approach	
	Evidence of an ongoing positive and enthusiastic approach to motivating the children and supporting colleagues	
Commitment to the wider life of the school and professional development	Good emotional intelligence and inter-personal skills	<i>Sense of humour</i>
	Ability to work sensitively with children, parents and carers	
	Ability to be flexible and adapt to any last-minute changes	
	Keen interest in further professional development and evidence of responding positively to advice given	
	Commitment to working collaboratively with colleagues at the school and across the Trust for the good of all children	
Personal Qualities	Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	
	Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	
	Ability to work under pressure and prioritise effectively	
	Commitment to maintaining confidentiality at all times	
	Commitment to safeguarding and equality	
Qualifications and training	<p>Qualified teacher status</p> <p>Degree</p> <p>National Award for SEN Co-ordination (NASEN)</p> <p>Commitment to following the school's code of conduct (within staff handbook)</p>	<i>Willingness to contribute to the wider life of the school (eg extra-curric activities, PTFA, Residentials etc)</i>

Working for our Trust

By working within our Trust, you will be part of a team of people who want to make a difference in the lives of the children and communities we serve. Whether you are joining us in a teaching capacity or a support service position, you will become vital in helping to shape the futures of the next generation for our city.

The Learning Academies Trust strives to be an employer of choice in the southwest. We are committed to developing our employees to their full potential and take great pride in the availability of learning and development resources for our staff. From training days to an extensive package of e-learning courses, you will have a wealth of opportunities available to develop your skills and experience.

Employee benefits



In January 2020, the Learning Academies Trust became the first education employer in Plymouth to achieve the Livewell Southwest Wellbeing at Work Bronze Award. The Trust is committed to supporting the wellbeing of all staff and is proud to work closely with official bodies to ensure we have a holistic approach to staff wellbeing.

As a Learning Academies Trust employee, you will have access to a growing list of benefits to support you both professionally and personally. Our benefit package includes:

- Free counselling services for personal or professional support
- Cycle Scheme
- Employee Newsletter
- Regular recognition awards
- DSE Eyecare scheme
- iHASCO online training courses
- Annual flu vaccination
- Annual health check
- Discounted gym membership

How to apply

If you believe you can demonstrate the dedication, skills and passion required, we look forward to receiving your application. Please click the link to submit your application form. Please note – we do not accept CVs. Completed applications should be submitted prior to the closing date.

Please note, the closing date is for guidance only. Successful applicants will be invited to interview at the earliest available opportunity. Learning Academies Trust reserves the right to close the vacancy early if a suitable candidate is found.

With 18 schools, we are regularly looking for passionate people to join our teams. If there are no vacancies currently, but you would like to register your interest for future vacancies, please join our talent pool and we will be in touch as soon as we have a suitable position.

Believe you can. Together we will.

