Waterton
Academy Trust

Application Pack

Special Education Needs Coordinator
Teacher with SENCO



watertonacademytrust.org

Job Title	Teacher with SENCO
Salary & Grade	MPS/UPS with special responsibility allowance
Contract	Full-time 27.5 hours, permanent
Reporting to	Interim Head of School / Executive Headteacher
Start Date	April 2027 (or sooner)

Dear Applicant

Thank you for your interest in the role of Class Teacher with SENCO.

Waterton Academy Trust is seeking to appoint a skilled and committed Class Teacher with SENCO Teacher to join the team at Kings Oak Primary in Wombwell, Barnsley.

Currently, the Trust comprises 16 primary schools, two independent special schools and five pre-schools across Wakefield and Barnsley. Kings Oak Primary joined the Trust in September 2025. As part of the Trust, staff and pupils benefit from strong professional networks and opportunities to work together across schools.

The SENCO will play a central role in strengthening leadership, supporting staff development and securing consistent practice across the school. Working closely with the Interim Head of School, Executive Headteacher and Trust leaders, the successful candidate will help build a strong culture, maintain high expectations and support continued improvement.

This role would suit an experienced leader who is ready to take on wider responsibility and who is committed to improving outcomes for all pupils. We are looking for someone who leads with clarity, builds strong relationships and has the determination to make a positive difference every day.

We strongly encourage prospective candidates to visit Kings Oak Primary Academy, meet our wonderful children and staff, and experience our school community for themselves.

Visits will take place during the week commencing 16th and 23rd November 2026. To arrange a visit, please contact the school office on 01226 272740.

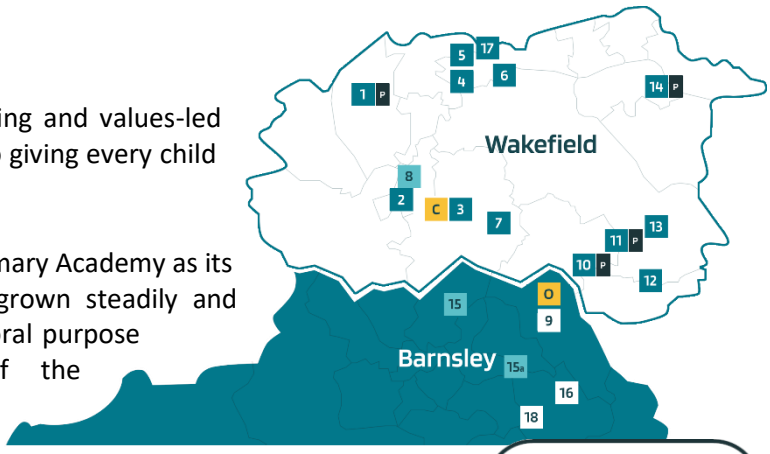
We look forward to receiving your application.

Warm Regards,



Adam Dawson
Executive Headteacher

About Us



Waterton Academy Trust is a thriving and values-led partnership of schools committed to giving every child the best possible start in life.

Established in 2014 with Walton Primary Academy as its founding member, the Trust has grown steadily and strategically, guided by a strong moral purpose and a deep understanding of the communities we serve. We believe that **success is a shared experience** — every learner, every member of staff, and every school should flourish, together.

Our Locations

Waterton Offices
C – Centre for Excellence
O – Operations Office

Waterton Schools
1 – Wrenthorpe Academy
1p – Wrenthorpe Pre-School
2 – Sharlston Community School
3 – Walton Primary Academy
4 – Normanton Junior Academy
5 – Lee Brigg Infant and Nursery School
6 – Normanton Common Primary Academy
7 – Crofton Infant's School
8 – Hammer Lane Aacademy
9 – Churchfield Primary School
10 – King's Meadow Academy
10p – The Meadow Pre-School
11 – West End Academy
11p – The Woodland Pre-School
12 – South Kirkby Academy
13 – Ackworth Mill Dam School
14 – Cherry Tree Academy
14p – Cherry Blossom Pre-School
15 – Newstead Academy
15a – Hunningley Academy
16 – Kings Oak Primary
17 – Altofts Junior Academy
18 – Jump Primary Academy

By the end of 2026, we expect to support more than 4,000 pupils across our schools, with a dedicated team of over 600 staff and an annual turnover approaching £28 million.

Our growth has not been about size alone - it reflects the strength of our educational offer, the diversity of our provision, and the depth of our partnerships.

We work across two key regions - Wakefield and Barnsley - and are proud to be seen as a trusted and collaborative presence within the wider education system. All our schools are primary-phase, and collaboration sits at the heart of how we work.

In response to local need, our first independent special academy—Newstead Academy opened in Barnsley in 2023 and has already grown to include a satellite site based at Hunningley. Building on this success, we have opened a new specialist setting - Hammer Lane Academy - in Wakefield in September 2025. These developments are a testament to our commitment to inclusive education and our ability to work alongside local partners to meet the needs of all learners.



We also know that a great start in education begins early. That's why we've expanded our offer to include four pre-school settings, with plans for further growth.

If you share our belief that all children deserve the highest-quality education and want to be part of a forward-thinking, people-centred organisation, we'd love to hear from you.

Our Vision and Values

The Trust is proud of its shared vision and values, which are embedded across all aspects of our work.

This vision – centred on collaboration, aspiration, enjoyment, and equity – guides our actions and unites our schools in a common purpose. We aim to create a culture where success is a shared experience, every child enjoys a rich and relevant curriculum, and all pupils are supported to achieve their full potential, regardless of background.

Candidates interested in joining the Trust are encouraged to explore our vision and values to ensure they align with their own ethos and long-term aspirations.







About The School

Kings Oak Primary is a welcoming, inclusive and ambitious school for children aged three to eleven, proudly serving its local community in Barnsley. As an Ofsted Outstanding school (June 2025), we have strong foundations on which to build and a shared determination to give every child the very best start in life.

Our vision, *"Learning for Life,"* captures what we want for every child. We want our pupils to enjoy coming to school, develop a genuine love of learning and leave us as confident, curious and resilient young people, ready to embrace the opportunities and challenges ahead.

Children are at the heart of everything we do. Through high-quality teaching, an engaging curriculum and rich learning experiences, we develop strong academic foundations while nurturing the whole child. We place great importance on positive mental health, emotional wellbeing and strong relationships, creating a happy, safe and supportive environment in which every child can thrive.

Inclusion is central to who we are. We believe every child can achieve and succeed, regardless of their background, starting point or individual circumstances. Our staff know their children and families well, and strong partnerships with parents, carers and the wider community help us ensure pupils receive the support, challenge and opportunities they need.

As part of Waterton Academy Trust, Kings Oak benefits from collaboration, shared expertise and professional development across a wider family of schools, while retaining its own strong identity and place within its community.
This is an exciting opportunity to build on the school's success, lead a committed and supportive team and shape the next chapter of Kings Oak.

We are looking for a person who will share our ambition for every child and ensure Kings Oak continues to be a place where children are happy, achieve highly and are truly prepared for Learning for Life.





Our Pupils

Waterton Academy Trust serves communities with some of the highest levels of deprivation in the region, and in the country. In response, we place children's well-being, voice, and enrichment at the very heart of our work. We believe that every pupil, regardless of background, should feel the full benefit of belonging to a trust that puts their experience of school first.

Pupil voice is not just encouraged - it's embedded in our decision-making. Our elected Children's Parliament meets regularly with the CEO and Headteachers, sharing their views and shaping priorities for improvement. Their efforts were recognised nationally, receiving a letter of commendation from former Prime Minister Theresa May.

Beyond the classroom, we create rich and joyful experiences that promote creativity, confidence, and healthy living. Our roaming art gallery, Waterton's Got Talent, and Waterton Young Chef of the Year celebrate the diverse talents of our pupils, while our annual MATlympics and extensive sports offer promote inclusion, teamwork, and well-being.

These experiences are not just events; they are integral to our mission – ensuring that every child in a Waterton school is heard, celebrated, and empowered to thrive.









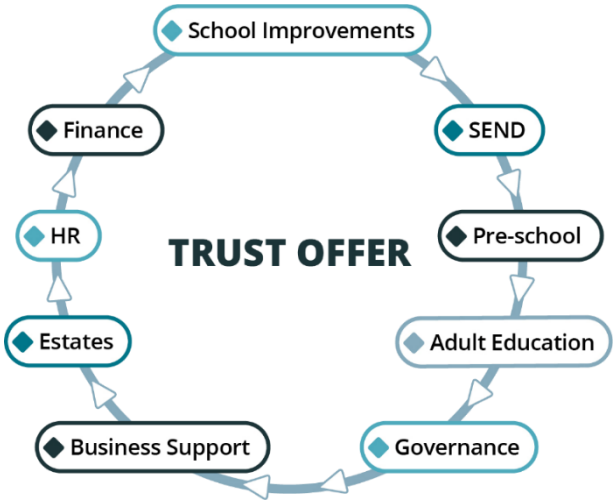






Trust Offer

At Waterton Academy Trust, we are proud to provide a consistent, high-quality offer that enables every school - regardless of size, Ofsted rating, or context - to thrive. Our Trust Offer ensures that all academies benefit from the same comprehensive package of educational and operational support, tailored to meet individual school needs while remaining accessible to all.



This offer is underpinned by our belief that school leaders should be able to focus their time and energy on what matters most: delivering excellent teaching and learning. By reducing operational burdens and providing high-quality, evidence-informed school improvement support, we create the conditions in which pupils and staff can flourish.

Our investment in a strong and expert central team means that every school can draw upon specialist support in areas such as safeguarding, governance, curriculum, finance, HR, IT, estates, marketing, and data protection. This support is complemented by access to legal advice and professional development, including high-impact CPD, leadership development, and coaching.



The Trust Offer is more than a service package - it's a reflection of our values. It supports excellence, equity, and collaboration across all Waterton schools, enabling leaders to deliver the very best for their pupils, every day.

To read about impact please read our annual report to stakeholders on the Trust website.
https://www.watertonacademytrust.org/academies/trust-performance/

Job Description – Teacher with SENCO

Job Title	Teacher with SENCO
Reporting to	Interim Head of School / Executive Headteacher
Grade	MPS/UPS with special responsibility allowance

Main Purpose	<u>Purpose of the Post</u> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and be able to adapt the most effective teaching approaches for pupils with SEN, monitoring teaching and learning activities to meet the needs of SEN pupils • Ensure delivery of high quality teaching and learning by identifying and teaching skills that will develop pupils ability to work independently • Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. (Teachers' Standards, DFE, 2011). The SENCO role may include a small teaching commitment, the nature and extent of which will be agreed in consultation with the school's leadership team. <u>Teachers' Standards, DFE, 2011. A teacher must:</u> • Set high expectations which inspire, motivate and challenge pupils (TS1) • Promote good progress and outcomes by pupils (TS2) • Demonstrate good subject and curriculum knowledge (TS3) • Plan and teach well structured lessons (TS4) • Adapt teaching to respond to the strengths and needs of all pupils (TS5) • Make accurate and productive use of assessment (TS6) • Manage behaviour effectively to ensure a good and safe learning environment (TS7) • Fulfil wider professional responsibilities (TS8) • Demonstrate consistently high standards of personal and professional conduct (PART TWO) • <u>A) Planning, Development and Co-ordination</u>

- To set challenging teaching and learning objectives which are relevant to all pupils in their classes.
- To use teaching and learning objectives to plan lessons and sequences of lessons.
- To select and prepare resources, and plan for the effective and safe organisation, taking into account pupils' interests, learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to the teaching team, meetings and events.
- To plan for the deployment of support staff where deployed to contribute to pupils' learning.
- To plan for opportunities for pupils to learn in and outside of school contexts.
- To produce long, medium and short term plans in accordance with the school's policies and procedures and within required deadlines.
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<u>B) Teaching, Learning and Classroom Management</u>

- To have high expectations which inspire, motivate and challenge pupils and build successful relationships centred on teaching and learning.
- To establish a purposeful and stimulating learning environment where diversity is valued and where pupils feel safe, secure and confident.
- To teach the required knowledge, understanding and skills relevant to the curriculum for pupils in their age range.
- To teach well structured sequences of lessons and schemes of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and provide collaborative opportunities.
- To promote active and independent learning that enables pupils to think for themselves and plan and manage their own learning.
- To differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to promote good progress and outcomes by all.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for pupils' behaviour and conduct and establish a clear framework for classroom discipline in line with the school's policy. Anticipate and manage pupils' behaviour constructively and promote self control and independence.
- To use IT effectively to enhance the delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework which consolidates and extends work carried out in the class and encourages pupils to learn independently.

- To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.
- To recognise and respond promptly and effectively to equality issues as they arise in the classroom and challenge stereotyped views, bullying and harassment in accordance with the school's policies and procedures.
- To create a culture which shows tolerance of and respect for the rights of others, not undermining fundamental British values including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with difference faiths and beliefs).
- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate adult.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's appraisal and capability arrangements.

C) Monitoring and Assessment

- To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching for improved learning outcomes.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn.
- To involve pupils in reflecting on, evaluating and improving their own performance and progress.
- To assess pupils' progress accurately against appropriate standards.
- To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional and social difficulties.
- To identify levels of attainment for pupils learning English as an additional language.
- To record pupils' progress and achievements systematically, providing evidence of the range of their work, progress and attainment overtime to inform planning.
- To report on pupils' attainment and progress to parents, carers and other professionals in accordance with the statutory reporting and assessing frameworks.

D) Subject Co-ordination and Leadership

- To implement and review the school's development plan in conjunction with the Senior Leadership Team and/or line manager.
- To develop and audit schemes of work and other documentation related to the use of the subject within school and to support cross curricular delivery including subject support for colleagues to enable curriculum requirements to be met.

	• To develop strategies for the use of the subject to promote new teaching methods and improve learning throughout school and to monitor their effectiveness in raising standards of teaching and learning. • To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice. • To manage the resources available for the subject and make recommendation in order to maintain and develop curriculum provision. Core Duties • The education and welfare of a designated class/set groups in accordance with the Conditions of Employment of School Teachers as laid down in the current Pay and Conditions Document. • To ensure that the requirements of the National Curriculum (2014), EYFS Statutory Framework (2021) and KCSIE (2026), the school aims and all policies agreed by the Governing Body and Waterton Academy Trust are fully complied with. • To wholly commit to ensuring children and young people and fully supported and safe. To safeguard all children and young people whilst promoting their welfare.
Key Responsibilities	Carrying out the professional responsibilities of a teacher, upholding the Professional Teachers' Standards (DFE) and the supervision of support staff when deployed to contribute to pupils' learning
Additional Duties	Teaching and learning • Identify and adopt the most effective teaching approaches for pupils with SEN • Monitor teaching and learning activities to meet the needs of pupils with SEN • Identify and teach study skills that will develop pupils' ability to work independently • Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN Recording and assessment • Set targets for raising achievement among pupils with SEN • Collect and interpret specialist assessment data • Set up systems for identifying, assessing and reviewing SEN • Update the head teacher and governing body on the effectiveness of provision for pupils with SEN • Develop understanding of learning needs and the importance of raising achievement among pupils • Attend consultation evenings and keep parents informed about their child's progress Leadership • Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN • Provide training opportunities for learning support assistants and other teachers to learn about SEN • Disseminate good practice in SEN across the school

	• Identify resources needed to meet the needs of pupils with SEN and advise the head teacher of priorities for expenditure **Standards and quality assurance** • Support the aims and ethos of the school and trust • Set a good example in terms of dress, punctuality and attendance • Attend and participate in open evenings and student performances • Uphold the school's behaviour code and uniform regulations • Participate in staff training • Attend team and staff meetings • Develop links with governors, LEAs and trust and neighbouring schools
Expectations of All Employees	• Represent and promote Waterton Academy Trust values internally and externally • Ensure that all stakeholders receive an excellent customer service experience in all dealings with you and with Waterton Academy Trust • Deliver your day-to-day duties consistently with the agreed service level • Actively promote and act, at all times, in accordance with Trust policies, e.g. Code of Conduct, Health and Safety, Equal Opportunities and Safeguarding • Make a commitment and contribution to the overall ethos and values of the trust, upholding these in all activities connected with the role • Undertake other duties commensurate with the job level • Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct
Characteristics of the Post	Employees are encouraged to participate in training activities in order to enhance their own personal development. **The employment checks are required:** • Evidence of entitlement to work in the U.K. • Evidence of essential qualifications – see job specification • Two satisfactory references • Confirmation of medical fitness for employment • Registration with appropriate bodies (where applicable) The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults: Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.

Next Steps

For further information about the opportunity please contact the school office on 01226 272740 or KingsOakOffice@watertonacademytrust.org

To Apply

Please submit applications via My New Term.

Selection Timeline

Selection Timeline

Closing Date: Midday on 4th December 2026

Shortlisting: 7th December 2026

Interviews: Monday 14th December 2026

Start Date: April 2027 (or sooner)

Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. An enhanced DBS check is required for the successful candidate, this process is completed by an online third party company. The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of interview. We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request. Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.

It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.