

**Empowering futures:
for a better tomorrow**



Join us as our SENDCo at [Dawlish College](#).

Transform learning, advocate for individuality, and make a lasting impact as our SENDCo.

Full-time role. Leadership scale 12. Available from **1st May 2026** (start date negotiable and open to discussion to accommodate notice periods and suit the successful candidate's circumstances).





Welcome

Everything we do across our family of 8 schools in our Trust is focussed on our mission to deliver a high-quality and inclusive education for our pupils.

[Dawlish College](#) is more than a school, it is a place where ambitions are unlocked. We are united in our commitment to inspire, support and challenge one another to achieve success in all its forms.

If you share our commitment to eradicating educational disadvantage for the children and families we serve we would love to hear from you.

Please take some time to learn a bit more about our school and our Trust, and what makes us, us, our values. We feel it is an exciting time to join us. We hope to meet you soon.

The role: SENDCo

Are you passionate about education, driven by creativity, and excited by the opportunity to make a real impact every day? We're looking for an experienced and values driven SENDCo to join our college and make a lasting impact on the lives of our community. The candidate will hold full SENDCo qualification (NASENCo/NPQSENDCo) and demonstrate experience in managing a varied case load of EHCP's and SEND provisions.

The successful candidate will have the ability to further build on the incredible foundations already in place with external stakeholders and our parental community, in order to ensure every child can reach their full potential.

About the role

Special Educational Needs and Disabilities Coordinator will provide vision, leadership and management for all students who are identified as students with SEND, holding responsibility for student outcomes and achievements for these students. The post holder will also share in the responsibility for leadership of the College as a member of the Leadership Team to continue the transformational journey ensuring the best for everyone, the best from everyone.

What makes us special

What sets our school apart is our unwavering commitment to both excellence and inclusion. We are a vibrant, innovative, forward-thinking community where every student is valued, supported, and encouraged to thrive—regardless of their background or starting point. Here, staff and students work together to build confidence, nurture talents, and ensure that everyone feels a true sense of belonging. By joining us, you'll become part of a team that believes in the power of education to transform lives and in the importance of making that transformation accessible to all.

We're looking for someone who:

- Can be the strategic lead for the planning, development and delivery of SEND provision within
- Can lead cultural change, strengthen systems, and improve teaching for SEND learners
- Believes in the potential of every student
- Can influence and support practice across all departments
- Ensures that Dawlish College is legally compliant regarding DSEN provision
- Is committed to empowering all learners to achieve their potential
- Enjoys being around children and is committed to safeguarding
- Brings a positive attitude and a genuine love of school life

In this role you will:

- Provide high quality advice to leadership teams on the impact of decision-making on DSEN students and their provision
- Lead on issues related to students with specific medical needs Motivate and inspire students of all abilities
- Co-ordinate provision for all students with SEND, especially those with EHCPs
- Contribute to creating a positive learning environment where all students feel valued
- Take part in wider school life, including enrichment activities and extra-curricular opportunities
- Line-manage and develop the SEND team
- Oversee assessment, provision mapping, and progress monitoring
- Play an active role in supporting the school's commitment to raising achievement for all

We offer:

- The opportunity to consolidate and grow great practice and grow your team in a supportive environment
- Trust wide support. Be part of a Trust connected by our shared values as well as our geography.
- Work alongside experienced leaders, system support and a responsive central team
- The opportunity to build strong links with families and our wider community in and around Dawlish
- Ongoing professional development

How to apply

If you'd love to help create a calm and caring atmosphere where children thrive – we'd love to hear from you.

Please do take the opportunity to learn more about the role by viewing the detailed job description included on the following pages. To apply please complete our application form and take the opportunity to share with us how your skills and experience meet the person specification in the job description. To learn more about the school please visit our website by clicking [here](#).

Alternatively, if you would like to discuss the role further or arrange for a tour of the school please contact Ashleigh Atkins via email: aatkins@dawlish.devon.sch.uk

The closing date for applications is **Thursday 12 February at 9.00am**. If you have any questions about this opportunity, please contact us via my new term or at recruitment@ivyeducationtrust.co.uk

Interviews will be held onsite on **Wednesday 25 February**.

We're totally committed to the safeguarding and welfare of all our pupils, and we expect you to be too. We follow safer recruitment statutory guidance (Keeping Children Safe in Education). If you're successful, you'll be required to complete thorough pre-employment checks, including an Enhanced DBS check and references that are satisfactory to our Trust. All posts in our Trust are exempt from the Rehabilitation of Offenders Act (ROA) 1974.



Job description

| | |
|-----------------|-----------------|
| Post title: | SENDCo |
| School: | Dawlish College |
| Working hours: | Full time |
| Salary grade: | L12 |
| Contract type: | Permanent |
| Responsible to: | Headteacher |

Key purpose of job:

The responsibilities detailed below are in addition to the job description responsibilities for all teaching staff. The job is also at senior leader level and therefore assumes the core responsibilities and behaviours of a senior leader.

Due to the nature of the role the need for maximum flexibility in planning the postholder's time and diary, the teaching commitment will be kept to an absolute minimum and the postholder will not be expected to carry out some common senior leader responsibilities, e.g. leading a duty day.

The following key areas are adapted from the national Teachers' standards, available at [Teachers' standards - GOV.UK](https://www.gov.uk/teachers-standards). The specific range of duties will be agreed annually.

Purpose:

The strategic lead and development of DSEN provision across Dawlish College and DSEN policies.

To ensure that Dawlish College is legally compliant regarding DSEN provision.

To ensure the efficient assessment for, and implementation of, exams access arrangements for students.

Principle responsibilities:

- To ensure that the schools fulfil their duties according to the SEND Code of Practice: 0 to 25 years in their provision for those with Special Educational Needs under part 3 of the Children and Families Act 2014.



- To fulfil the legal and strategic responsibilities of the SENCO.
- To oversee the day-to-day operation of the schools' SEN policies.
- To co-ordinate provision for all students with SEN, especially those with EHCPs.
- To act as the Designated Teacher for CiC at Dawlish College.
- To lead on issues related to students with specific medical needs.
- To advise Headteachers, leadership teams and staff on a graduated approach to the provision of DSEN support.
- To advise on the deployment of any delegated budget and other resources to ensure the needs of DSEN students are met effectively.
- To oversee and lead parental liaison for DSEN students.
- To oversee and lead liaison with other providers, other schools/colleges, educational psychologists, health and social care professionals, independent and voluntary bodies and all other relevant agencies.
- To act as the key point of contact with external agencies, especially the local authority, the 0 – 25 team and all support services.
- To oversee and lead liaison with potential 'next providers' of education to ensure students, and their parents, are informed about choices and a smooth transition is planned.
- To ensure (with the Leadership and Governance) that the schools meet their responsibilities under the Equality Act (2010) with regard to reasonable adjustment and access arrangements.
- To ensure that the College is kept highly accurate, effective and up-to-date records of all DSEN students.
- To provide high quality advice to leadership teams on the impact of decision-making on DSEN students and their provision.
- To drive improvement in DSEN provision across the College and feed into the SEF and IP where relevant.
- To keep up to date with knowledge of national and local best practice and how these impact policy and practice in the school.
- To conduct and complete the annual DSEN audits for the College.
- To plan, lead and deliver the assessment for, and implementation of exams access arrangements in the College. To liaise with the examinations officers and other key staff as necessary.

College ethos and culture:

- To conduct oneself in a manner befitting a supply teacher at all times, ensuring behaviours that display positivity to others.
- To make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and students of the school.



Other duties

- Place the safeguarding of all children in the school as the highest priority.
- Be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS with barred list check.
- Make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and pupils at our school.
- Maintain an understanding of and work within Trust and School policies, procedures and statutory regulations, including in respect of health and safety, equality and inclusion, GDPR and data protection, safe use of IT, safeguarding children and safer working practices.
- Conduct oneself in a manner befitting a member of staff working in education at all times, demonstrating the behaviours and standards of our code of conduct.
- Carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post.

Person specification

The Core Professional Standards for teachers define our expectations in detail.

We are particularly looking for the following qualities and experience:

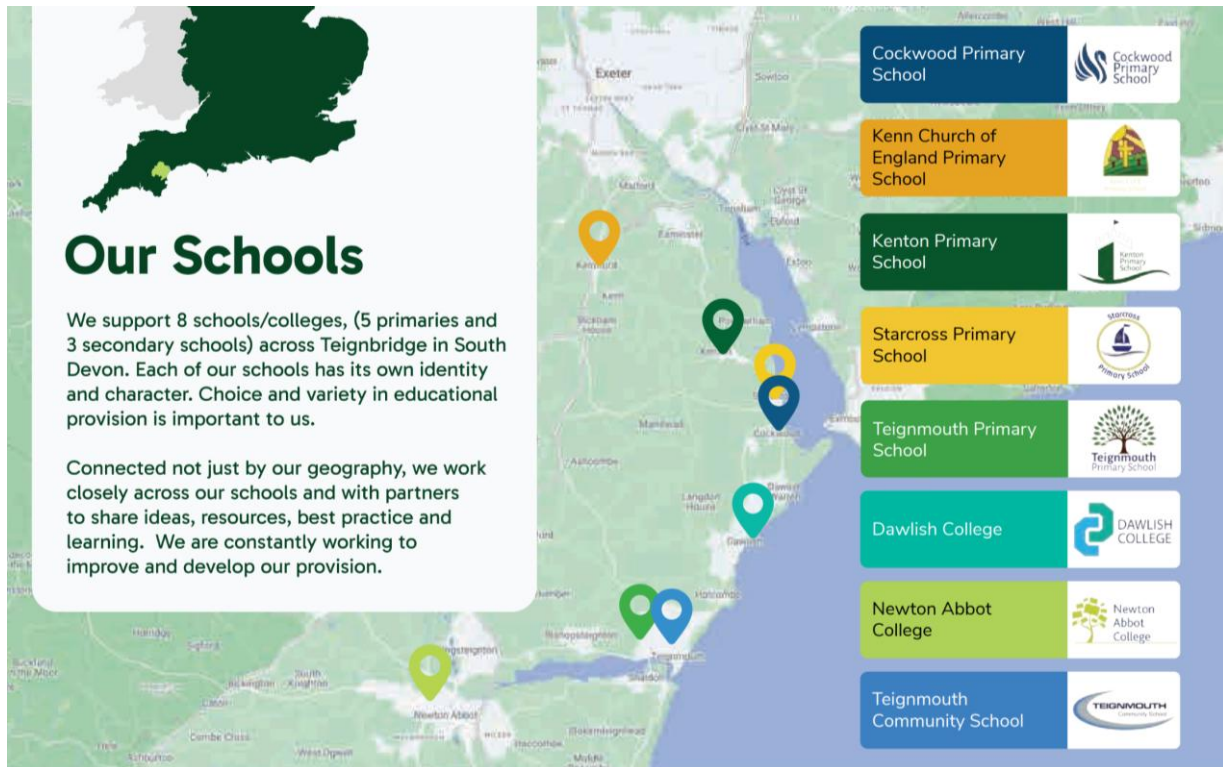
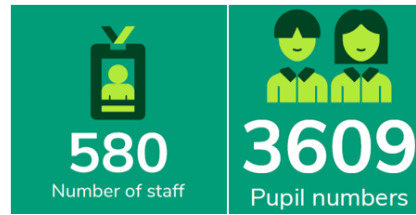
| Assessment criteria - evaluated from application form (A) and / or interview (I) | | Essential | Desirable |
|---|--|-----------|-----------|
| Qualifications: | | | |
| Teaching qualification (A) | | ✓ | |
| Honours Degree (2:2) (A) | | ✓ | |
| SENDCo qualification (NASENCo/NPQSENDCo) (A) | | ✓ | |
| Experience: | | | |
| Experience of successfully improving outcomes for students with special educational needs (EHCP and Support) to national averages for progress. (A/I) | | ✓ | |
| Previous experience as SENCO or Assistant SENCO (A/I) | | | ✓ |



| Assessment criteria - evaluated from application form (A) and / or interview (I) | | Essential | Desirable |
|--|--|-----------|-----------|
| Experience of working with and developing links with other Academies and the local community (A/I) | | | ✓ |
| Knowledge: | | | |
| Knowledge and understanding of the importance of safeguarding children (I) | | ✓ | |
| Working knowledge of processes, procedures and systems within an educational environment (A/I) | | | ✓ |
| Working knowledge of Microsoft Office packages including, Outlook, Word, Excel and PowerPoint (A/I) | | ✓ | |
| Skills: | | | |
| Ability to recognise and understand the need for confidentiality (A,I) | | ✓ | |
| Openness to innovation and improving own practice, ability to act on feedback and be open to coaching (A,I) | | ✓ | |
| Ability to make decisions based on understanding, analysis and interpretation of the facts (A/I) | | ✓ | |
| Demonstrate high standards of personal and professional conduct (A/I) | | ✓ | |
| Understanding of safeguarding issues and promoting the welfare of children and young people | | ✓ | |
| Flexible and adaptable with the ability to work calmly and professionally under pressure (I) | | ✓ | |
| Ability to form and maintain appropriate professional relationships and personal boundaries with pupils (I) | | ✓ | |
| Ability to organise and prioritise work effectively and to deadlines (A/I) | | ✓ | |
| Ability to work as part of a team and on own initiative to meet own and shared objectives (I) | | ✓ | |
| Commitment to school improvement and raising outcomes for all pupils (belief in every student) (A/I) | | ✓ | |
| Commitment to extracurricular activities (A) | | ✓ | |
| A commitment to and evidence of promoting equity, diversity and equal opportunities within a school, curriculum and in employment practice (A/I) | | ✓ | |
| Demonstrates an understanding of the importance of maintaining a healthy work-life balance. (I) | | ✓ | |
| Willing to contribute to a positive staff culture that values mutual support, flexibility, and wellbeing (I). | | ✓ | |



Our Trust



Our vision and mission define our purpose.

Our vision: **'Empowering futures; for a better tomorrow'**

Our vision describes what we would like to accomplish. It is future focussed, setting our long-term goal for both pupils and ourselves. We believe that through our work we can change lives. This inspires and motivates us to be better every day.

Our why:

Our mission describes why Ivy exists: **'To deliver an ambitious, high-quality, inclusive education'.**



Our how:

Our values are what makes us, us. Whilst our schools have their own unique identities, our values are what we have in common, they guide us in how we approach our work and empower us to be successful.

Being Ivy. Our values:



Being Ivy. Through our behaviours we bring our values to life every day:

Courage

- Be bold
- Take changes
- Seize opportunities
- Take ownership

Compassion

- Listen to learn
- Be kind to self
- Be kind to others
- Take care of the world around you

Collaboration

- Stronger together
- Support others
- Many schools; one Trust
- #TeamIvy

Commitment

- Work hard
- Give it everything
- Be consistent
- Be accountable

If our values resonate with you, we would love to hear from you.

At Ivy Education Trust we are committed to safeguarding and promoting the welfare of children and young people and we expect all our staff and volunteers to share this commitment. All employees are expected to undergo an Enhanced Disclosure and Barring check and pre-employment checks.

Please note – our Trust operates a Smoke-Free Policy, and all staff and workers are prohibited from smoking in any of the Trust buildings, Trust sites including enclosed spaces within the curtilage of buildings, and Trust vehicles.

