

# VISION

MULTI ACADEMY TRUST

## RECRUITMENT PACK

**SEN Provision Manager/SENDSCO**



# Welcome from the CEO



Welcome to our multi academy trust.

Thank you for your interest in joining Vision Multi Academy Trust as an SEN Unit Manager/SENDcO at Peel Brow School.

We are very proud of our Trust. Our Members, Trustees and Staff work relentlessly in collaboration to ensure our pupils have an exceptional education.

Vision MAT was formed in July 2017. It came into fruition as a natural development of positive relationships built between neighbouring schools in the local area. We continue to work in partnership with all schools in the locality and beyond. We believe that collaboration is the key to a successful education system.

All Schools within Vision MAT have the commitment to share their ideas, their expertise and their unique experiences, so that children and staff can learn, develop and grow together.

We take collective responsibility for our pupils; pooling our energy to find solutions to problems that arise and removing barriers that may prevent success.

As the Chief Executive Officer, it is my role to oversee the teams and strategies the MAT uses to ensure that we are consistently delivering the highest quality teaching and learning and operate with effectiveness. We focus on being good, or better every day. Our aspirational culture ensures that we work tirelessly to support and challenge our pupils to be the very best that they can be.

If you believe you can make a positive contribution to our Trust and its schools, then we would be delighted to hear from you.

Kathryn Mort

A handwritten signature in black ink, appearing to read 'K Mort', enclosed in a thin black rectangular box.

**Chief Executive Officer**

Dear Candidate

The Governors of Peel Brow Primary School are seeking to employ an enthusiastic and passionate SEN Unit Manager/SENDSCO to take a lead role. This post is permanent. Hours of work are 32.5 hours per week, term time only worked in accordance with service requirements. The scale for this post is M1-U3 with TLR2a and SEN allowance.

Peel Brow Primary School is a good school which enables pupils to learn in a climate which motivates and engages.

Are you...

- ➔ A good or outstanding Manager/Teacher with high standards and an eye to detail?
- ➔ Do you have the drive to make a difference within our school?

If yes, we want you to apply for this post.

You must possess a willingness to participate in relevant training and development opportunities.

You will be welcomed into a team committed to continually raising standards and upholding the distinctive ethos of this friendly and inclusive school.

Employees of Peel Brow Primary School have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring they are protected from harm.

If you wish to visit the school prior to making an application please contact the school on 01706 823204 or by e-mail at [acaveney.peelbrow@visionmat.com](mailto:acaveney.peelbrow@visionmat.com)

Closing date on **28<sup>th</sup> September 2026 - 9am**

Shortlisting to take place on **28<sup>th</sup> September 2026**

Interviews to take place on **5<sup>th</sup> October 2026**

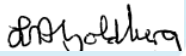
We have a commitment to safeguard and promote the welfare of children, so an enhanced criminal record check will be undertaken for the successful candidate. The offer of employment is also subject to two satisfactory references, one being from your current or most recent employer. We will also require confirmation of qualifications, proof of your identity and your right to work in the UK.

Thank you for your interest in Vision Multi Academy Trust and Peel Brow Primary School.  
Best wishes for your application.

Yours faithfully,



**Mrs Kathryn Mort, CEO**



**Mr Laurence Goldberg, Chair of Trustees**

**VISION MULTI ACADEMY TRUST**

**JOB DESCRIPTION & PERSONAL SPECIFICATION**

Post Title:	<b>RESOURCED PROVISION MANAGER/SENDCO</b>	
Salary:	<b>M1-U3 with TLR2a and SEN allowance</b>	Post Grade:
Location:	<b>Peel Brow Primary School</b>	Post Hours: <b>32.5 hours per week</b>
<p>Key Purpose of Post:</p> <p>To ensure the effective and efficient running of the Resourced Provision by:</p> <ul style="list-style-type: none"> <li>• Providing strong and outstanding leadership in the development, management, organisation and quality of provision in the SEN Provision.</li> <li>• Working with the school in which the Resourced Provision is sited to establish and maintain strong professional relationships and with other professionals, organisations, teams, services and CYP, their parents/carers and families to secure and sustain effective teaching and learning for children and young people to meet their needs.</li> <li>• Being an excellent role model – delivering outstanding teaching and learning,</li> <li>• Providing line management and performance management and lead the team consisting of support staff, delivering effective evidence-based programmes for children and young children with the primary needs of speech, language and communication.</li> </ul>		
Accountable to:	Executive Headteacher, Head of School and CEO	
Immediately Responsible to:	Head of School	
Control of Resources:		

### **Main Responsibilities of the Post:**

- To lead a team consisting of support staff in an SEN provision:
- To take a lead role and contribute to the planning, delivery, development, organisation and evaluation of the resourced provision and be responsible for the deployment of all staff within the resourced provision including resources and equipment.
- To monitor and evaluate all aspects of teaching and learning and provision
- Undertake performance management and appraisal and the day-to-day line management of the staff.
- Provide direct teaching commitment exemplifying good practice, modelling teaching and the direct delivery of effective evidence-based strategies and programmes to meet the needs of the children in the provision.
- To lead staff in the development and use of effective and robust assessment and monitoring procedures, including statutory processes, and regularly quality assure teaching and learning, delivery, quality of provision and outcomes in the provision.
- To communicate effectively with parents and carers, school leaders and staff, professional colleagues within the provision and between other provisions to ensure consistency of practice and excellence.
- To attend multi-disciplinary panel meetings to ascertain need/priority provision for vulnerable children across the borough.
- Contribute to any evaluative reports required by service users, the Local Authority and other stakeholders on performance and the impact of the resourced provisions and the overall service on improving a range of outcomes for children and young people with ASC.
- To participate and lead in service meetings and own professional development and training, and plan with other senior managers and the SEN Provision Lead, the professional development and training needs of all staff in the provision, and alongside the leadership of the school where the provision is sited to ensure all staff are up-to-date with school policies and procedures where appropriate eg safeguarding, attendance, staff code of conduct and behaviours etc.
- Contribute to overall service evaluation and improvements.
- To undertake all duties commensurate to the nature and level of the post.
- To comply with legal duties for the completion of annual reviews and responding to consults.
- To contribute to the whole school strategic development for SEND.
- Drive continuous improvement and ensure statutory compliance, maintaining high standards of safeguarding, EHCP implementation, record keeping and quality assurance, while monitoring pupil progress, evaluating the impact of provision and contributing strategically to whole-school SEND development and improvement.
- Champion inclusive practice across the mainstream school, working alongside leaders and staff to ensure pupils in the SEN Unit access appropriate mainstream opportunities where appropriate, whilst providing specialist advice, coaching and training that strengthens inclusive teaching and learning.

## PERSONAL SPECIFICATION

### SEN Unit MANAGER/SENDcO

#### Main Responsibilities of Post:

To lead a team consisting of support staff in a resourced provision:

- To take a lead role and contribute to the planning, delivery, development, organisation and evaluation of the SEN Provision and be responsible for the deployment of all staff within the SEN Provision including resources and equipment.
- To monitor and evaluate all aspects of teaching and learning and provision
- Undertake performance management and appraisal and the day-to-day line management of the staff.
- Provide direct teaching commitment exemplifying good practice, modelling teaching and the direct delivery of effective evidence-based strategies and programmes to meet the needs of the children in the provision.
- To lead staff in the development and use of effective and robust assessment and monitoring procedures, including statutory processes, and regularly quality assure teaching and learning, delivery, quality of provision and outcomes in the provision.
- To communicate effectively with parents and carers, school leaders and staff, professional colleagues within the provision and between other provisions to ensure consistency of practice and excellence.
- To attend multi-disciplinary panel meetings to ascertain need/priority provision for vulnerable children across the borough.
- To be the named Safeguarding Lead Officer for the provision and to ensure that the safety of children is paramount, and to implement the policies and procedures in line with the Bury Safeguarding Children's Board and school policies, promoting the safety and welfare of children
- Contribute to any evaluative reports required by service users, the Local Authority and other stakeholders on performance and the impact of the resourced provisions and the overall service on improving a range of outcomes for children and young people with SEN needs.
- To participate and lead in service meetings and own professional development and training, and plan with other senior managers and the SEN Unit Lead, the professional development and training needs of all staff in the provision, and alongside the leadership of the school where the provision is sited to ensure all staff are up-to-date with school policies and procedures where appropriate eg safeguarding, attendance, staff code of conduct and behaviours etc.
- To carry out outreach work as and when required.
- Contribute to overall service evaluation and improvements.
- Work alongside the Executive Head, CEO, to ensure financial efficiency, value for money and best use of the provisions budget, reporting regularly and following all Trust financial and audit procedures.
- To undertake all duties commensurate to the nature and level of the post.

<b>Special Knowledge Requirement: Essential for shortlisting.</b>	
<b>Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column</b>	
	<b>Essential</b>
Carries out the working practices, procedures and basic operations across ASC education particularly relating to the primary needs of ASC across the Primary phases.	x
Uses knowledge, safety and environmental policies , procedures and regulations, including risk in own area and/or other areas of Education and ASC, Education Safeguarding, risk assessments and Health and Safety (including relevant legislation)	x
Uses a range of specialist IT systems across own work area – use of Microsoft packages.	x
Contributes to the management of the SEN Provisions budget, keeping costs, ie. for resources, equipment etc within agreed levels for the provision	x
Uses, interprets, analyses, communicates complex numerical information – i.e. assessment outcomes, progress, achievement, educational attainment - outcomes and results, including attendance, and progress towards outcomes e.g. in EHCPs.	x
Demonstrate effective management of a range of staff including induction, mentoring, line management and 1:1s and Performance Management processes and their professional development and CPD. Demonstrate effective delivery of CPD within the team.	x
Able to demonstrate a thorough working/operational knowledge of Social and Emotional and Mental Health needs and their impact on a child’s development and needs and the educational provision and teaching and learning strategies; evidence based interventions and strategies - to explain and communicate this effectively to a range of colleagues and professionals, parents and carers.	x
Has an up-to-date knowledge and understanding of statutory requirements, such as KSCiE, in order to ensure all mandatory legislation is being met	x
Has an up-to-date knowledge of developments in SEN education and research in order to lead and demonstrate good practice in teaching and to support staff and the provisions and facilitate good communication with families, on the most effective strategies to optimise individual children’s learning experiences and outcomes.	x
Has experience of trauma informed practice, including attachment, therapeutic and sensory provision.	x
Able to promote effective partnerships and good practice in the resourced provisions schools, work closely with their leadership teams and teachers to promote co-ordinated effective support and joint strategies to meet the needs of the pupils in the resourced provisions.	x

**Relevant experience requirement: Essential for shortlisting**

Experience of teaching children and young people of statutory school age with SEN needs.

Experienced and inspirational SENDCo with a proven track record of successfully improving children's outcomes.

Experience of partnership working with other organisations, agencies, staff, parents/carers/families to improve outcomes for children with SEND needs.

Recent experience of effectively using Speech, language and communication assessment tools, interpreting and using the results to improve outcomes for children and young people with SEN.
<b>Relevant professional qualifications requirement: Essential for shortlisting</b>
Educated to degree level
QTS – relevant to age group of Resourced Provision i.e. Primary
SENDCO Award
Desirable: Evidence of further study, qualifications in ASC teaching and learning
<b>Core Employee competencies at manager level to be used at the interview stage.</b>
<b>Carries Out Performance Management</b> – covers the employee’s capacity to manage their workload and carry out a number of specific tasks accurately to a high standard.
<b>Communicates Effectively</b> - covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships, giving advice and guidance, counselling, negotiating and persuading and handling private, confidential and sensitive information.
<b>Carries Out Effective Decision Making</b> - covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self-effectiveness and any requirements to quality check work.
<b>Undertakes Structured Problem Solving Activity</b> - covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking, developing practical solutions, applying problem-solving strategies and managing interpersonal relationships.
<b>Operates with Dignity and Respect</b> - covers treating everyone with respect and dignity, maintains impartiality/fairness with all people, is aware of the barriers people face.
<b>Management Competencies: to be used at the interview stage.</b>
<b>Operates with Strategic Awareness</b> Our staff work with Trust priorities and policies in a joined up way with others, internally and externally. Works democratically, transparently and accountably.
<b>Practices Appropriate Leadership</b> Our staff motivate their staff to exceed expectations through raising their awareness of goals and moving them beyond self-interest for the sake of the team or service.
<b>Delivering Successful Performance</b> Our staff monitor performance of services, teams & individuals against targets & celebrate great performance. They promote the Trust’s vision & work to achieve Trust’s values & agreed outcomes.
<b>Applying Project and Programme Management</b> Our staff work to ensure that outcomes and objectives are achieved within desired timescales, make best use of resources and take a positive approach to contingency planning.
<b>Developing High Performing People and Teams</b> Our staff coach individuals and teams to achieve their potential and take responsibility for continuous improvement. They champion the Trust’s values and goals.
<b>Working Conditions:</b>
Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions.
<b>Special Conditions:</b>
This post requires an enhanced DBS and Section 128 Check.