

Assistant SENDCO (Maternity Leave) Primary

Salary: Grade BG9, 37 hours per week FTE £32,061 - £34,434 (actual £28,037- £30,113)

Bridge Learning Campus is looking to appoint a **Primary Assistant SENDCo (Maternity Leave)** to work within the **Primary Phase**.

We are excited to offer a fantastic opportunity for a passionate and committed practitioner with experience in special educational needs and inclusion to join our dedicated team. As part of an all-through school within Amplify Education, you will benefit from being part of a collaborative, forward-thinking community with access to excellent professional development opportunities.

As a successful candidate, you will have a strong understanding of the SEND Code of Practice, high expectations for all pupils, and the ability to support inclusive, nurturing learning environments. You will work closely with the SENDCo, class teachers, support staff and external professionals to ensure that pupils with SEND receive high-quality provision and are able to make strong progress.

You will play a key role in supporting the implementation, monitoring and review of SEND provision across the Primary Phase. This includes contributing to EHCP processes, supporting teachers with inclusive practice, and helping to ensure that curriculum adaptations enable all pupils to access learning. Our curriculum includes White Rose Maths, Opening Worlds, CUSP Science, and a bespoke Reading and Writing Curriculum, underpinned by a strong research driven approach based on Rosenshine's Principles of Instruction and a coaching model that supports staff development.

About Bridge Learning Campus

Based in South Bristol, Bridge Learning Campus is an all through school, with a two form-entry Primary Phase including an onsite Nursery. We are a large site with access to green spaces and sports facilities. Classrooms are spacious and well resourced, supported by intervention spaces, a well stocked up to date library and modern IT resources.

We have a dedicated Pastoral Team supporting pupils and families across the school and wider community, delivering provision including Thrive, ELSA and MELSA.

At the heart of Bridge Learning Campus are our core values: **Build, Respect, Inspire, Dare, Graft and Empower**, which underpin our culture of learning, wellbeing and belonging.

Ofsted (January 2026)

Following our recent Ofsted inspection (January 2026), **no next steps were identified for the Primary Phase.** Inspectors commented:

Achievement

“In the Primary Phase, many pupils, including those who are disadvantaged, achieve highly in phonics, reading, writing and mathematics, and well above national averages” and “Pupils’ work in the wider curriculum is of a high quality, with pupils able to talk with confidence and enthusiasm about their learning.”

Behaviour and Attendance

“The environment is calm, positive and respectful” and “In the Primary Phase, pupils are typically highly motivated and enjoy coming to school.”

Curriculum and Teaching

“An ambitious curriculum... so that pupils build on what they know over time” and “Teachers are highly skilled in delivering subjects, particularly developing pupils’ vocabulary, spoken language and adapting learning to meet the needs of pupils with special educational needs and/or disabilities.”

Inclusion

“In the Primary Phase, staff accurately identify pupils’ needs and have robust systems in place to provide and review additional support for those pupils who need it.”

Personal Development and Wellbeing

“Clear expectations and routines ensure pupils in the Primary Phase develop a keen sense of right and wrong.”

What it’s like to be a pupil

“Children often make significant and rapid progress from their starting point, including those who are disadvantaged [with] the wider curriculum highly ambitious for all pupils” and “Pupils in the Primary Phase feel safe and happy, valuing the positive relationships they have with trusted staff.”

Our Priorities

As a school, we prioritise:

- Achievement for all
- Early reading and phonics
- Oracy and high quality talk
- Equitable access and experiences
- Preparing children for their futures

Bridge Learning Campus is part of Amplify Education, who are committed to high-quality professional development and career progression. The Trust seeks to recruit and retain outstanding staff and ensure they are fully supported to develop their careers.

What We're Looking For

Bridge Learning Campus is seeking a dedicated and knowledgeable Primary Assistant SENDCo to join our friendly and supportive team on a maternity cover basis.

We are looking for someone who is passionate about inclusive practice, committed to improving outcomes for pupils with SEND, and confident in working collaboratively with staff, families and external agencies.

You will support the strategic and day to day work of SEND provision in the Primary Phase and bring a belief that every child can flourish with the right support.

Key Responsibilities

- Support the SENDCo in coordinating SEND provision across the Primary Phase
- Contribute to the identification, assessment and review of pupils with SEND
- Support the implementation and review of EHCPs, SEND support plans and provision mapping
- Work with teachers to adapt provision and curriculum access for pupils with SEND
- Liaise with families and external professionals to support pupils effectively
- Monitor progress and outcomes for pupils with SEND and contribute to review processes
- Promote inclusive practice and high expectations for pupils with SEND
- Engage fully in professional development, training and coaching opportunities

What We Offer

- Weekly PPA time (where applicable), which can be taken off site
- Enhanced CPD, including access to professional networks across the Trust
- Paid induction and role specific training
- Confidential access to an Employee Assistance Programme
- Free parking
- Cycle to Work Scheme
- Paid completion of a DBS check
- Flu vaccination vouchers

- Free eye tests (where the employee is desk based)
- Automatic enrolment into the relevant pension scheme (where eligible)
- Honouring of continuous service earned within a Local Authority

How to Apply

To apply, please read the 'How to Apply' section carefully in the Application Pack. If you have any questions about the role, or would like a discussion about how this role might suit your career plans, please reach out to recruitment@ampedu.co.uk

Key Dates

Closing date: Monday 18th May 2026

Interview date: Thursday 21st May 2026

Start date: September 2026

Amplify Education Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory vetting checks, including an enhanced DBS disclosure.

How to Apply

To apply please complete:

- **Online Application Form**

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form, unless the advertisement states otherwise. Referees' contact details must be included. If you have any concerns about references, please contact our recruitment team on recruitment@ampedu.co.uk

- **A letter of application**

Add your letter of application to the end of the application form, or attach it separately, if this is easier. The letter of application should address how you are equipped to meet the person specification, showing us where your knowledge and experience, abilities and aptitudes, values and personal qualities will support you to carry out the job description. We are particularly interested in why you want to work in education, and why our trust. Most applicants write about two sides of A4 to show how they meet the person spec criteria.

Then send your application to recruitment@ampedu.co.uk before the closing date as written in the job advertisement.

Interview Process

After the closing date, short listing will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application.

If you are invited to interview, please let us know prior to the interview day if we can provide any access arrangements to enable you to perform your best at interview.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

Job Description

Job title	Assistant SENDCo (Mat Leave)
Location	Bridge Learning Campus Primary Phase
Salary	Bristol Grade 9
Reporting to	SENDCo
Role Summary	The Primary Assistant SENDCo (Maternity Leave) will play a key role in supporting the leadership and coordination of Special Educational Needs and Disabilities (SEND) provision across the Primary Phase at Bridge Learning Campus. Working closely with the SENDCo, teaching staff and external professionals, the postholder will contribute to the identification, assessment and review of pupils with SEND, helping to ensure that high-quality, inclusive provision is in place so that all pupils are supported to achieve their best possible outcomes.

Working pattern	Full time, Monday to Friday. Plus, INSET Days
Safeguarding	We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Amplify Education Trust are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.

Purpose of the Role

To support the leadership, coordination and development of high-quality Special Educational Needs and Disabilities (SEND) provision across the Primary Phase, ensuring pupils with SEND receive effective, inclusive support that enables them to make strong progress academically, socially and emotionally.

The Assistant SENDCo will work closely with the SENDCo, teaching staff, support staff, families and external professionals to help secure positive outcomes for pupils with additional needs.

Key Responsibilities

SEND Provision & Inclusion

- Support the SENDCo in coordinating SEND provision across the Primary Phase
- Assist with the identification, assessment and review of pupils with SEND
- Contribute to the writing, implementation and review of SEND support plans and EHCPs
- Support teachers to adapt and differentiate learning so pupils with SEND can access the curriculum
- Promote inclusive practice and high expectations for pupils with SEND across the Primary Phase

Assessment, Monitoring & Pupil Progress

- Support the monitoring of progress and outcomes for pupils with SEND
- Assist with the analysis of assessment information to identify strengths, needs and next steps
- Contribute to review meetings, annual reviews and multi-agency documentation
- Help ensure accurate records of SEND provision and pupil progress are maintained

Working with Staff, Families & External Professionals

- Liaise with parents/carers to support positive home school relationships for pupils with SEND
- Work collaboratively with class teachers, teaching assistants and pastoral staff
- Support communication and collaboration with external agencies and professionals
- Assist the SENDCo in coordinating advice from specialists into classroom practice

Safeguarding, Behaviour & Wellbeing

- Promote positive behaviour and wellbeing for pupils with SEND
- Support staff in implementing behaviour and emotional regulation strategies where required
- Adhere to safeguarding procedures and maintain up to date knowledge in line with KCSIE
- Raise and respond appropriately to any concerns related to pupil welfare

Wider Professional Duties

- Contribute to whole school inclusion initiatives and SEND development priorities
- Participate in staff meetings, INSET, CPD and SEND related training
- Support the development of staff confidence and knowledge around SEND
- Uphold the values, ethos and expectations of Bridge Learning Campus

Professional Skills & Experience

- Experience working with pupils with SEND in a primary setting
- Strong understanding of the SEND Code of Practice and inclusive practice
- Ability to support assessment and monitoring of pupil progress
- Confident communication and interpersonal skills
- Strong organisational skills and attention to detail

Personal Qualities

- Passionate about inclusion and improving outcomes for pupils with SEND
- Calm, reflective and proactive in approach
- Warm, approachable and child centred
- Collaborative team player with high expectations
- Committed to ongoing professional learning

Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. An enhanced DBS check will be required

Key: A = Application form, I = Interview

	Source of Evidence	Essential	Desirable
Qualifications and Training			
5 GCSEs at grade C/Level 4 or above or equivalent including English and Maths	A	•	
NVQ level 3 qualification or equivalent i.e A levels	A	•	
At least 2 Years' experience working with children in education.	A	•	
Experience of working with SEND children	A/I	•	
Relevant Experience			
Proven experience supporting pupils with Special Educational Needs and Disabilities (SEND) to make progress through effective, inclusive provision.	A/I	•	
Experience contributing to the identification, assessment and review of pupils with SEND, including SEND support plans and/or EHCP processes.	A/I	•	
Experience using assessment information and data to monitor progress and inform SEND provision and interventions.	A/I	•	
Secure understanding of statutory SEND processes and the SEND Code of Practice.	A/I	•	
Abilities and Attributes			
Strong understanding of inclusive classroom practice and strategies to support pupils with SEND across the curriculum.	I	•	
Skilled in monitoring, evaluating and supporting the effectiveness of SEND provision and interventions.	A/I	•	
Ability to support, advise and influence colleagues to promote consistent and effective inclusive practice.	I		•

Highly organised with the ability to manage documentation, records and provision related to SEND.	A/I	•	
Effective at analysing assessment and progress data to identify trends, gaps and next steps for pupils with SEND.	I	•	
Strong communication skills, including the ability to provide constructive feedback, contribute to training and work collaboratively with a range of professionals.	I	•	
Able to work effectively with colleagues, parents/carers and external agencies to support pupils with SEND.	A/I	•	
Personal Qualities			
High expectations for pupils with SEND and a strong commitment to improving outcomes and inclusion for all.	A/I	•	
Reflective and proactive practitioner, committed to continuous professional development in SEND and inclusion.	A/I	•	
Able to support and motivate others, contributing positively to a collaborative and supportive team ethos.	A/I	•	
Warm, approachable and child-centred in approach, with a clear focus on pupil wellbeing.	A/I	•	
Strong commitment to safeguarding, inclusion and promoting the wellbeing of all pupils.	A/I	•	

Child Protection and Safeguarding

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust. The policy can be found on our website: www.amplifyeducation.co.uk

The five main elements of our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

Safer Recruitment:

Amplify Education Trust is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' most recent Guidance.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, online checks, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

Fluency Duty

This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to speak English with confidence and be able to conduct a conversation and answer questions for extended periods of time using technical language where required.

