



ASSISTANT SENDCO CANDIDATE PACK



Central Region
Schools Trust

Founded by the RSA



Waseley Hills
High School



Introduction

Waseley Hills High School is a special place with a real sense of community, togetherness and purpose. The school community is made up of fantastic students, supportive parents and carers, and of course dedicated staff.

Our vision for the school is underpinned by three pillars: Aspire, Invest and Respect. By working together, with a common goal of students having the very best education and experience, we believe that our young people can flourish and become the best versions of themselves. We nurture every student's natural curiosity, providing them with life enriching opportunities to develop socially, academically and morally. Students at Waseley develop confidence, resilience, respect for others and a life-long love of learning. Our vision is for students to aspire to great things and become respectful members of the wider community.

Being part of the Central Regions School Trust, we are able to both provide and draw on expertise from within our network to underpin our commitment to provide exceptional quality education for all of our students. We believe that students can achieve brilliant things irrespective of their starting points and we always have the highest expectations of every one of our students. We expect them to always wear their uniform smartly and with pride, to behave well and to model the school values by trying their absolute best in all activities they take part in. We aim to support every student by working in partnership with parents and carers, keeping them informed about the achievements of their children and asking them to keep us informed about what is happening at home.

Through developing a strong partnership between school and home we aim to ensure that students are fully supported to develop in a safe environment. Our vision is that this investment in our young people is what allows them to flourish.

However, we believe that is always further improvements to strive towards. We are committed to developing our practice, in partnership with our community, to ensure that every student can leave school having reached their potential and feeling happy. We value every child and live by the mantra of no child left behind as we support them through their journey at secondary school.

Tom Preston

Tom Preston
Principal





Advert

Assistant SENDCO

Permanent

37 hours per week TTO + 5 INSET days

Salary - NJC Scale SO1 (£29,617 - £31,277 annual, actual) Pay Award Pending

An exciting opportunity has arisen for an Assistant SENDCO with the vision, skills and empathy to work with our SEND students. You must be a team player and committed to all four broad areas of special educational needs and disabilities.

This is a very exciting time to join Waseley. Following our latest OFSTED visit we have been recognised as **Good** in all areas and we also have a multi-million pound Department for Education project to rebuild the school well underway with the SEND department having already moved into a brand new state of the art facility in September 2025.

You will help lead a team which is empowered and dedicated to providing a safe and inclusive learning environment, where every student is valued and encouraged to reach their full potential. The work is varied and challenging but very rewarding for the successful candidate.

You will be joining a School and Trust which believes in inclusion for all and will offer;

- Happy and dedicated students and staff
- An excellent induction and CPD programme
- Well-appointed and equipped modern classrooms in a new build
- The opportunity for further career development

Staff work together to ensure the best possible learning for the young people, by supporting each other through expertise and sharing so that our staff can be the best they can be.

If you would like to visit the school before submitting an application, please email acraciun@waseleyhills.crst.org.uk to arrange an appointment.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Online checks will be carried out on shortlisted candidates and an enhanced DBS will be required for the successful candidate. All successful candidates will be required to present their birth certificate along with evidence of any name changes.

Please note that applications must be the creation of the candidate applying. While technology, including artificial intelligence, may be used to help the candidate select certain phraseology, if substantial use of AI is used, the application will be disregarded.

Closing Date: Sunday 27th September 2026 with interviews on Thursday 1st October 2026.



Job Description

Main Purpose of Role

To support the SENDCo in the strategic and operational leadership of SEND provision, ensuring implementation of the SEND Code of Practice (2015). To support the SENDCo in coordinating provision for students with SEND, including EHCPs, referrals, interventions and assessments, ensuring access to a broad and balanced curriculum. The post holder will contribute to the effective inclusion, progress, independence and wellbeing of students with SEND across the school.

Duties and Responsibilities

SEND Provision and Administration

- Support the day-to-day management of the SEND department.
- Maintain accurate SEND records, provision maps and SEND registers, including management and review of APDR cycles through Edukey Provision Map.
- Assist with staff deployment, timetabling and organisation of SEND support.
- Liaise with curriculum departments, teaching and pastoral staff to support student progress and inclusion.
- Participate in TAC and TAF meetings.
- Monitor student progress and evaluate the effectiveness of provision and interventions.
- Support the preparation and maintenance of SEND pupil profiles, passports and inclusion documentation.
- Contribute to learning walks, observations and monitoring of SEND provision across the school.
- Promote visibility and awareness of SEND throughout the school community.
- Support transitions for students with SEND, including admissions, induction and post-16 pathways.
- Maintain accurate information systems and SEND data in line with school procedures.

Interventions

- Lead targeted interventions for identified students and groups.
- Monitor, track and evaluate the impact of interventions using available data and evidence.
- Support the planning and implementation of personalised learning programmes and alternative provision where appropriate.
- Use assessment and progress data to identify students requiring additional support or intervention.



EHCPs and Statutory Processes

- Support EHCP coordination and Annual Reviews.
- Prepare documentation and gather stakeholder input for reviews and statutory processes.
- Ensure compliance with statutory timelines and Local Authority requirements.
- Liaise with Local Authorities and external professionals regarding EHCP provision.
- Support the collection and organisation of evidence for EHCP applications and reviews.
- Assist in ensuring provision specified within EHCPs is implemented and monitored effectively.
- Referrals and External Agencies
- Coordinate referrals and manage schedules for external agencies and professionals.
- Act as a point of contact for specialist services and external professionals.
- Track referrals and support implementation of recommendations from external agencies.
- Disseminate relevant information from assessments and external reports to staff and parents/carers where appropriate.
- Support multi-agency working to ensure coordinated provision for students with SEND.
- Parental Liaison
- Communicate effectively with parents/carers regarding SEND provision, processes and student progress.
- Attend and support meetings with parents/carers and external professionals.
- Support parental engagement and contribute to maintaining positive home-school communication.
- Participate in transition evenings, review meetings and pastoral meetings as required.

Assessment and Exam Access Arrangements

- Support the SENDCO with SEND assessments, screening processes and gathering evidence for identification of needs.
- Assist with the organisation, administration and coordination of JCQ exam access arrangements.
- Prepare and maintain accurate records and documentation relating to access arrangements.
- Liaise with staff, students and external professionals to support implementation of approved access arrangements during examinations.



Student and Classroom Support

- Provide in-class SEND support as directed by the SENDCo.
- Support classroom teaching and learning to ensure students with SEND can access the curriculum effectively.
- Promote inclusion, independence, engagement and self-reliance in learning.
- Support behaviour in line with school policies and promote positive learning behaviours.
- Contribute to personalised provision for students with SEND where required.

Quality Assurance and Curriculum Support

- Support the monitoring and evaluation of SEND provision in line with school quality assurance procedures.
- Contribute to lesson observations, learning walks and reviews relating to SEND provision.
- Support the development and implementation of SEND improvement priorities.
- Contribute to curriculum planning and adaptation to ensure accessibility for students with SEND.
- Keep up to date with SEND legislation, guidance and best practice.

Staff Support and Development

- Support staff in meeting the needs of students with SEND through guidance and collaboration.
- Contribute to staff training and development activities relating to SEND and inclusive practice.
- Work collaboratively with teaching and support staff to promote effective SEND strategies within classrooms.

Safeguarding and Compliance

- Follow KCSIE safeguarding requirements and report concerns appropriately.
- Adhere to GDPR, confidentiality, health & safety and school policies.
- Participate in emergency response procedures and safeguarding processes as required.
- Undertake any other duties commensurate with the grade and responsibilities of the post.



All duties and responsibilities must be carried out with due regard to the Health and Safety Policy.

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the Trust's Equal Opportunities Policy.

Duties which include the processing of any personal data must be undertaken within the corporate data protection guidelines.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Principal reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Person Specification

We are seeking to appoint someone who is able to demonstrate the following qualities and experience. Please note that if you are shortlisted any relevant issues arising from your references and online search will be taken up at interview.

Criteria	Essential	Desirable	Method of Assessment
 Experience	• Experience of working with SEND pupils • Thorough knowledge and understanding of good practice in policy and practice for SEND, the Code of Practice (2015), Graduated Response and Assess, Plan, Do Review processes. • Knowledge of EHCP process. • Experience and understanding of processes to promote progress • Evidence of commitment to developing and maintaining a positive learning environment. • Evidence of being, or having the potential to be, an outstanding Assistant SENDCo. • Knowledge of SEND law. • Experience of working with students across the full age and ability range of a secondary school. • Possess a range of teaching and learning strategies to appropriately deliver broad and balanced interventions to students with SEND. • Ability to work effectively and liaise with staff to support their teaching of SEND students. • Evidence of tracking and monitoring pupils' achievements and responding as necessary. • Evidence of investigating and identifying individual needs through diagnostic/baseline testing and specialist reports.	• Experience of liaison with other schools and appropriate agencies • Experience and knowledge of completing online JCQ Forms for the exam access arrangements process	Application form, references and interview. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including: • Motivation to work with children and young people. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Emotional resilience in working with challenging behaviours; and • Attitudes to use of authority and maintaining discipline.



Skills and Abilities

- Efficient administrator
- Excellent organisational skills e.g. meeting deadlines and accurate record keeping
- Ability to plan, monitor, evaluate and review
- Alignment with the school's ethos
- Relentless drive to do whatever it takes to ensure all SEND students succeed
- The belief that with the right environment all of our students are able to excel at university, or in a meaningful alternative college course/ apprenticeship
- The courage and conviction to make a difference
- Commitment to improving student learning and raising achievement
- Enthusiasm to inspire in students a desire to learn and participate
- Knowledge and understanding of recent legislation, development and initiatives in secondary education and SEND practice
- An effective communicator and motivator of students
- Ability to enable and empower others
- A team player with the ability to establish good working relationships with staff, students and parents/carers
- The ability to communicate clearly and concisely both verbally and in writing at all levels
- The ability to support students and respond to parents/carers through fluent and accurately spoken English
- Evidence of delivering SEND CPD
- Evidence of working with outside agencies
- Evidence of running an inclusion base/SEND Department.
- Experience/knowledge of working with additional needs within the four broad areas of need such as: MLD, dyslexia, dyspraxia, autism, ADHD, SLCN difficulties, multi-sensory impairments, physical disabilities and social, emotional and mental health barriers to learning – EBSA, trauma, anxiety and depression

Application form, references and interview.



 Education and qualifications	• GCSE (or equivalent) pass at grade C or above in English/literacy and Maths/numeracy. • HLTA • Evidence of continuing professional development • Evidence of keeping up to date with educational thinking and knowledge	• Evidence of further professional study • Understanding of JCQ access arrangements online • Autism Level 3	Application form, references and interview.
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Central Region Schools Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. As part of our stringent recruitment process, all applicants undergo thorough child protection screening, encompassing checks with previous employers and an enhanced DBS disclosure, in strict alignment with the 'Keeping Children Safe in Education' guidelines, which also includes an online search for all shortlisted candidates. At Central Region Schools Trust, we stand as proud advocates for diversity and inclusivity across all our schools, serving as an equal-opportunities employer and we encourage applications from individuals of all backgrounds and communities.

Need more advice?

Please see our website
www.waseleyhillsschool.org.uk



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