



# TRUE LEARNING PARTNERSHIP



Glossopdale School & Sixth Form  
Associate Assistant Headteacher: SENDCO  
Recruitment Pack

<https://www.truelearning.org.uk/vacancies>



## ASPIRATIONAL

We encourage everyone to dream big and pursue excellence.



## COLLABORATIVE

We work together, valuing diverse perspectives and shared success.



## COMPASSIONATE

We act with kindness, respect, and a genuine desire to serve others.



## CURIOUS

We foster innovation and a love of learning for all through inquiry and creativity.



## INCLUSIVE

We ensure everyone feels valued, supported, and able to contribute fully.



## TRUE LEARNING PARTNERSHIP

### Our Mission

To inspire and empower every individual within our trust to achieve their fullest potential.

We are committed to providing a safe, inclusive, and innovative learning environment where compassion and collaboration thrive. Encouraging high aspirations, courage and curiosity, we equip all members of our community with the skills, confidence, and character to make a meaningful, positive impact in their communities and beyond.



Inspiring the best in everyone

# Welcome to Glossopdale School & Sixth Form, part of the True Learning Multi-Academy Trust

Dear Candidate,

Thank you for your interest in joining Glossopdale School & Sixth Form. Our school is an oversubscribed 11-18 comprehensive secondary school which serves the Glossop and wider community. We are a warm and caring school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

An exciting opportunity has arisen for our school to recruit an enthusiastic and conscientious SENDCO to co-lead our SEND Team, building on the excellent work that is already in place and championing our SEND students. We are looking to appoint an ambitious, experienced and dynamic leader who is hardworking and energetic to join our growing Leadership Team in this role. You will need to have expertise in the key fields of inclusion and working with students with additional needs. A proven track record in raising the achievement of all students will be essential.

We are seeking to appoint a leader who is passionate about making a real difference to the lives of the students and the community surrounding the school and to be part of the leadership team that takes the school onto the next stage of its exciting journey.

We exist to empower our students to find their purpose, develop high aspirations and thrive, both academically and personally. We provide a knowledge-rich curriculum which exposes students to powerful knowledge, places them on an ambitious pathway and develops the character traits needed as young people and into adulthood. Our core purpose is not merely finite 'success' for our students but our culture and curriculum enables them to thrive – to continually grow and flourish.

We are explicit about the culture we want to create and have clear ideas of the desired behaviours necessary for our students to succeed. At Glossopdale School & Sixth Form, we maintain a relentless focus on the day-to-day actions, behaviours and routines within the school and adopt a disciplined approach to teaching students effective learning habits. We communicate and practise these regularly, as both staff and students.

While with us, we encourage every member of staff to stretch themselves and we give everyone access to a wide range of learning and development opportunities. We are a research-based school with the aim to develop highly effective evidence-based practices including teaching, learning and assessment, where we collaborate as a whole staff to persistently improve our pedagogy and where we evaluate our practice habitually.

We have some of the best facilities in the area having fully rebuilt our school in 2018. This not only provides both staff and students with everything they can expect for modern teaching and learning, but also gives us exceptional environmental credentials.

I am extremely proud to be the Headteacher of Glossopdale School & Sixth Form and consider it a privilege to be a part of such a vibrant and caring learning community. If you think this sounds like your sort of school, then we very much look forward to receiving your application to join us.

Kate Smith  
Headteacher

# Job Description & Person Specification

**POST:** AAHT SENDCO (0.6 FTE)

**SCALE:** L8-12

**EFFECTIVE FROM:** September 2026

**RESPONSIBLE TO:** Headteacher

**RESPONSIBLE FOR:** Teaching Assistants, Assistant SENDCO, SEND Team

## Job Purpose

To lead the school's, SEND provision and arrangements to support looked after learners, young carers and other vulnerable groups.

## Main areas of responsibility

- To model and implement strategies that secure the highest standards of behaviour, appearance, attitude to learning and attendance
- Promote and aspirational culture which motivates everyone to work collaboratively, share knowledge and delivers exceptional outcomes
- To be a highly visible, consistent and supportive presence in and around the school
- To be the co-strategic lead on SEND provision within the school ensuring an ethos of Inclusion and a culture of high aspirations for students with SEND
- To embed SEND referral systems to ensure that support and intervention provided by the SEND team is co-ordinated and that resources are effectively deployed
- To act as the champion for vulnerable groups including pupils with SEND, Looked After Learners, Children adopted from care and Young Carers
- To ensure that school practice is compliant with the SEND Code of Practice (2014) and other relevant statutory requirements
- To work with the School Leadership team ensuring the implementation of the School SEND Policy
- To share responsibility with the other AAHT SENDCO for maintaining the school's SEND Profile, ensuring that it is always up-to-date and is an accurate picture of student SEND need across the school
- To share responsibility with the other AAHT SENDCO for the accurate identification of SEND need across the school, ensuring a rigorous and thorough assessment process
- To share responsibility with the other AAHT SENDCO for the School SEND Offer, ensuring high quality targeted interventions enabling students with SEND to make better progress
- To share responsibility with the other AAHT SENDCO for tracking the progress of students with SEND, using a wide range of school data relating to progress, attainment, referrals, exclusions, detentions and attendance to identify barriers to learning
- To deploy staff and resources according to the needs of SEND students
- To write reports for SLT and the Governing body on progress and developments
- To work with Curriculum Leaders to ensure that strategies on Student SEND Profiles are being used as part of the lesson planning process and are integral to teaching and learning across the school
- In consultation with the School Leadership Team, to provide a programme of professional development with regard to SEND, that ensures all staff have the knowledge, skills and

understanding to plan teaching and learning effectively and enable students with SEND to make expected progress

- To work with Curriculum Leaders to monitor, evaluate and review the quality of education across the school, with regard to SEND students
- To work with Curriculum Leaders to monitor the academic progress of students with SEND within the school, ensuring expected progress and the provision of targeted interventions as appropriate
- To work with Curriculum Leaders to ensure efficient and effective use of Teaching Assistant support.
- To ensure that the SEND Improvement Plan has clear aims and objectives, enabling progression within all areas of SEND Policy and provision
- To share responsibility with the other AAHT SENDCO for ensuring that the Assess, Plan, Do, Review Model is integral to monitoring evaluation and review of SEND provision
- To share responsibility with the other AAHT SENDCO for the development of effective SEND provision mapping, tracking the impact of specific interventions to ensure that students with SEND make better progress
- To share responsibility with the other AAHT SENDCO for the day-to-day management, control and operation of SEND provision within the school, including effective deployment of staff and physical resources
- To share responsibility with the other AAHT SENDCO for the identification, assessment and completion of Access Arrangements for internal and external examinations. This includes organising training for readers and scribes, monitoring their practice
- To share responsibility with the other AAHT SENDCO for ensuring that the Annual Review process for students with Statements/EHCPs is in place and that reports accurately reflect progress within the school.
- To share responsibility with the other AAHT SENDCO for ensuring that LA consultations for students with EHCPs are responded to in line with the SEND Code of Practice and within given time constraints
- To support all staff to understand and fulfil their statutory responsibilities as specified in the school SEND Policy
- To share responsibility with the other AAHT SENDCO for ensuring that Teaching Assistants have a clear understanding of their roles and that they are providing effective interactions within the classroom, facilitating learning development and independence
- To share responsibility with the other AAHT SENDCO for ensuring that teaching staff have a clear understanding of how to manage, organise and work with TAs within the classroom
- To work with the Inclusion manager to facilitate the academic progress of students with SEND, within the Hive learning environment, ensuring expected progress and the provision of targeted interventions, as appropriate.

<b>Person Specification</b>		
<b>Selection Criteria</b>	<b>Essential/ Desirable</b>	<b>Assessment</b>
<b>QUALIFICATIONS AND TRAINING</b>		
<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> </ul>	<b>E</b>	<b>AR</b>
<ul style="list-style-type: none"> <li>A good degree</li> </ul>	<b>E</b>	<b>AR</b>
<ul style="list-style-type: none"> <li>Demonstrates further professional development through qualifications or training</li> </ul>	<b>E</b>	<b>A</b>
<ul style="list-style-type: none"> <li>SENDCO Qualification (or working towards it)</li> </ul>	<b>E</b>	<b>A</b>
<b>EXPERIENCE</b>		
<ul style="list-style-type: none"> <li>Successful Middle Leadership</li> </ul>	<b>E</b>	<b>AI</b>
<ul style="list-style-type: none"> <li>Successful experience of leading a team and line management experience.</li> </ul>	<b>E</b>	<b>AI</b>
<ul style="list-style-type: none"> <li>Successful experience of teaching and supporting students with a wide range of special needs across the full ability and age range and at examination level (KS4)</li> </ul>	<b>E</b>	<b>AIR</b>
<ul style="list-style-type: none"> <li>Experience of leading, coordinating and monitoring across a Special Needs Department or of a significant area within a SEND Department</li> </ul>	<b>D</b>	<b>AI</b>
<ul style="list-style-type: none"> <li>Successful experience of leading and coordinating provision for students that exhibit challenging behaviour</li> </ul>	<b>E</b>	<b>AI</b>
<ul style="list-style-type: none"> <li>Clear evidence of supporting and facilitating inclusive education within a comprehensive school</li> </ul>	<b>E</b>	<b>AIR</b>
<b>Skills, Knowledge and Understanding</b>		
<ul style="list-style-type: none"> <li>Understanding of Special Educational Needs and Disability Code of Practice or desire to develop this understanding further</li> </ul>	<b>E</b>	<b>AIR</b>
<ul style="list-style-type: none"> <li>Knowledge and understanding of strategies for social inclusion, personalised learning and adapted provision</li> </ul>	<b>E</b>	<b>AI</b>
<ul style="list-style-type: none"> <li>Understanding of quality first teaching, responsive teaching, planning and assessment for learning</li> </ul>	<b>E</b>	<b>AIR</b>
<ul style="list-style-type: none"> <li>Understanding of the processes of school improvement and strategic planning</li> </ul>	<b>E</b>	<b>I</b>
<ul style="list-style-type: none"> <li>Communicate effectively and appropriately with both staff and students, and to be able to prepare reports, profiles and maintain clear and comprehensive records</li> </ul>	<b>E</b>	<b>IR</b>
<ul style="list-style-type: none"> <li>Be a role model by demonstrating the highest standards of professional conduct, optimism and a solution focussed approach.</li> </ul>	<b>E</b>	<b>AI</b>
<ul style="list-style-type: none"> <li>Lead and motivate teams, acting as a 'critical friend'</li> </ul>	<b>E</b>	<b>AIR</b>
<ul style="list-style-type: none"> <li>Build positive working relationships with colleagues and provide support through coaching/line management</li> </ul>	<b>E</b>	<b>AIR</b>
<ul style="list-style-type: none"> <li>Build effective relationships with students, parents and colleagues</li> </ul>	<b>E</b>	<b>AIR</b>
<ul style="list-style-type: none"> <li>Excellent organisational skills with the ability to meet deadlines.</li> </ul>	<b>E</b>	<b>AIR</b>
<ul style="list-style-type: none"> <li>Ability to deal with numerous challenges simultaneously.</li> </ul>	<b>E</b>	<b>AIR</b>
<ul style="list-style-type: none"> <li>Plan strategically in order to raise achievement</li> </ul>	<b>E</b>	<b>AIR</b>
<b>Personal Skills</b>		
<ul style="list-style-type: none"> <li>Ability to maintain professional integrity even when under pressure</li> </ul>	<b>E</b>	<b>R</b>
<ul style="list-style-type: none"> <li>Excellent attendance and punctuality</li> </ul>	<b>E</b>	<b>IR</b>
<ul style="list-style-type: none"> <li>Good interpersonal skills and an ability to communicate effectively with a range of audiences</li> </ul>	<b>E</b>	<b>IR</b>
<ul style="list-style-type: none"> <li>Ability to work as an integral part of a team</li> </ul>	<b>E</b>	<b>IR</b>
<ul style="list-style-type: none"> <li>Good listener and can draw on advice from colleagues to improve practice</li> </ul>	<b>E</b>	<b>R</b>
<ul style="list-style-type: none"> <li>Resilience</li> </ul>	<b>E</b>	<b>R</b>
<ul style="list-style-type: none"> <li>Ability and desire to work in a high challenge and low threat way</li> </ul>	<b>E</b>	<b>R</b>
<ul style="list-style-type: none"> <li>Drive and enthusiasm</li> </ul>	<b>E</b>	<b>IR</b>
<ul style="list-style-type: none"> <li>Makes a positive contribution to the wider life and ethos of the school</li> </ul>	<b>E</b>	<b>I</b>
<ul style="list-style-type: none"> <li>Good role model to the students in all aspects of your professional role</li> </ul>	<b>E</b>	<b>AIR</b>

<ul style="list-style-type: none"> <li>Reliable and trustworthy</li> </ul>	<b>E</b>	<b>R</b>
<b>SPECIAL REQUIREMENTS</b>		
<ul style="list-style-type: none"> <li>A commitment to on -going personal development and willingness to undertake appropriate training</li> </ul>	<b>E</b>	<b>AIR</b>
<ul style="list-style-type: none"> <li>Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people</li> </ul>	<b>E</b>	<b>AIR</b>
<ul style="list-style-type: none"> <li>Satisfactory Enhanced Disclosures with the Disclosure and Barring Service</li> </ul>	<b>E</b>	<b>AIR</b>

## **SAFER RECRUITMENT STATEMENT**

Glossopdale School & Sixth Form is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### **Key**

A - Application

I - Interview

R – Reference

## **Core Responsibilities for all Trust Employees**

### **Health & Safety**

All staff within True Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager, the Director of Business & Operations, the site management team or another member of SLT as appropriate.

### **Equality & Diversity**

Staff employed by True Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. True Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

### **Data Protection**

All staff within True Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

### **Safeguarding & Child Protection**

True Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

Notwithstanding the detail in this job description, in accordance with the Trust's Flexibility Policy the job holder will undertake such work as may be determined by the CEO from time to time, up to or at a level consistent with the main responsibilities of the job.

# Key Information regarding the Application Process

## To Apply

Completed application forms should be submitted via My New Term.  
Please **do not** include your name when completing your supporting statement.

Only completed application forms will be submitted for shortlisting, CVs will not be accepted.

## Key Dates

Closing date for applications: Friday 17<sup>th</sup> April 2026 at 9am

Interviews will take place in the w/c 20<sup>th</sup> April 2026.

## Benefits

At True Learning Partnership, we're proud to support our staff both in and outside of work. We're committed to your wellbeing, professional growth, and maintaining a healthy work-life balance.

Our benefits package includes a wide range of support and resources, such as wellbeing tools, a confidential Employee Assistance Programme (EAP), learning and development opportunities, and access to discounts on everyday spending and lifestyle services.

Other benefits include;

- Pension Scheme
- Cycle to Work Scheme
- Eye Care Vouchers
- Seasonal Flu Jabs
- Access to free CPD courses
- Strava – True Learning Runners

## Safer Recruitment Information

True Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance. Please note if you are shortlisted, an online search will be carried out before interview which may identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with you at interview.

True Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.

## Trust Safeguarding Statement

True Learning Partnership recognises the important role that our schools and their staff have in the wider safeguarding system for children. ALL staff have a responsibility to provide a safe environment in which children can learn. True Learning Partnership fully adopts statutory guidance "Keeping Children Safe in Education" (September 2025).

True Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our schools are a safe place for children, where our responsibilities for safeguarding children are taken seriously. As a Trust, we are responsible for ensuring that all our schools have thorough and robust child protection and safeguarding policies and procedures.

Should you have safeguarding concerns regarding any pupil at any of our schools, please speak to one of the Designated Safeguarding Leads at that school.

True Learning Partnership Designated Safeguarding Officer is Catherine Holyland, Deputy Head Teacher at Poynton High School. If you wish to contact her directly please e mail [Cholyland@truelearning.org.uk](mailto:Cholyland@truelearning.org.uk)

True Learning Partnership Trust Board safeguarding representative is Paul Jarvis. If you wish to contact them, please e mail [info@truelearning.org.uk](mailto:info@truelearning.org.uk) stating that the e mail relates to a safeguarding issue.

Our schools' Local Governing Bodies are regularly updated about child protection, bullying and safeguarding policies and practices by the relevant school Head Teachers, and other members of the Senior Leadership Team. This information is reported to the Trust Board.

For further details on roles and responsibilities, and recording information regarding Safeguarding, please see the Safeguarding Policy and Procedures documents held by each school in our Trust.



**TRUE LEARNING  
PARTNERSHIP**

# Contact Us



True Learning Partnership

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