



**Enhanced Learning Centre
Co-ordinator**

**Recruitment Pack
June 2026**





WELCOME

Belper School and Sixth Form Centre is a warm, inclusive and inspiring place to learn and work. We combine strong academic standards, a rich and inspirational curriculum and a caring and supportive ethos to provide the very best education we can for our wonderful students. At the heart of the school is a strong sense of belonging and shared responsibility, which gives Belper its distinctive character and underpins everything we do.

Our lively and successful school of just over 1200 students, including around 180 Sixth Formers, has proudly served the community of Belper and the surrounding villages for over 50 years. Belper is a vibrant market town in Derbyshire, on the edge of the Peak District. Situated within the Derwent Valley World Heritage Site, it is known for its creative and inclusive spirit, hosting an annual arts festival and a popular Pride event, values which closely reflect our own.

Our vision is captured in the phrase:

“Create your future. Be who you are, become who you aspire to be.”

Supported by our *Be Belper Values*, this vision shapes daily life in the school. We are committed to nurturing a love of learning and boundless curiosity in every student. Through our broad curriculum, rich subject content and extensive extracurricular opportunities, we inspire students to discover their interests and develop their talents. We also place great importance on building resilience, independence and self-belief so that students leave us as confident, well-rounded young people ready to make a positive contribution to their communities and the wider world.

We have a distinctive ethos that is reflected in the unique ways we build mutual respect and trust across the school. Belper is a non-uniform school, and students address staff by their first names. This is a deliberate and important part of our culture which helps foster positive relationships and ensures every child feels known, valued and respected. While we value academic achievement highly, we also see it as our duty to develop responsible, compassionate and respectful citizens.

Visitors often comment on the calm, positive and purposeful atmosphere around the school, and we are incredibly proud of our students, who are consistently kind, polite and engaged in their learning. As Ofsted noted in May 2025, *“There is a calm and productive atmosphere around school. Staff have high expectations of pupils’ behaviour and conduct. Pupils are trusted to behave well, and they do.”*

We know that to provide the very best education, we must recruit, retain and invest in exceptional staff. Staff wellbeing is a genuine priority and is closely linked to our high levels of retention. We are proud that Ofsted’s May 2025 inspection recognised the positive culture we have built:

“Staff are proud to work at the school. They appreciate leaders’ consideration of their work-life balance. They feel well led and managed”

Thank you for your interest in Belper School and Sixth Form Centre. We hope this gives you a sense of the warm, supportive and inspiring community we have created, and we look forward to welcoming colleagues who share our values and ambition for young people.

Mrs Matilde Warden BSc (Hons) NPQH
Headteacher



The Role

We are seeking an inspiring and dedicated Enhanced **Learning Centre Co-ordinator** to join our experienced, supportive, team. This is a role with purpose, and real impact. Working closely with the SENDCo, you will help shape a provision that reflects our commitment to high-quality, inclusive education and our belief that every young person can succeed. You will be central to developing and delivering an Enhanced Learning Centre that removes barriers, builds confidence, and opens doors.

You will:

- Act as a **team leader**, supporting the SENDCo in managing and coordinating the Enhanced Learning Centre and ensuring its smooth, effective day-to-day running.
- Play a key role in **developing and evolving our intervention programmes**, creating meaningful, responsive support that enables students to grow academically, socially, and emotionally.
- Lead the **implementation of targeted provision**, including coordinating and delivering the *Supported Study programme* and *nurture groups*, providing structure, stability, and opportunity for students to re-engage with learning.
- Work at HLTA level to deliver personalised programmes to individuals and small groups, helping students overcome barriers and access a broad and balanced curriculum.
- Use your understanding of the SEND Code of Practice to ensure high-quality provision and strong partnerships with staff, families, and external agencies.
- Be a **Form Tutor for a small nurture group**, fostering a sense of belonging and community, where students feel safe, valued, and inspired to succeed.

Why This Role Matters

At Belper, we are committed to developing confident, resilient, and independent young people. In this role, you will directly contribute to that mission—helping students build self-belief, overcome challenges, and discover their potential.

Who We're Looking For

We are looking for someone who:

- Is passionate about supporting students with SEND to achieve and flourish
- Brings energy, creativity, and initiative in developing provision
- Enjoys delivering programmes of learning and inspiring young people to learn

What we offer:

- LGPS Pension Scheme (Employer contribution 20.80%)
- CPD opportunities
- Access to our Employee Assistance Programme who offer a range of wellbeing and advice services
- Free Parking
- Staff Social events and activities



HOW TO APPLY

Applications can be made via the `Apply Now` link on MYNewTerm

Role Type: Permanent

Start Date: September 2026

Closing date: 9am, 22 June 2026

Interviews: Provisionally 29 June 2026

Belper School and Sixth Form Centre are committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. As this post is regulated activity, references and online searches will be conducted for shortlisted candidates, successful appointments are subject to an enhanced Disclosure and Barring Service check and relevant recruitment checks that comply with guidance in the most recent version of Keeping Children Safe in Education. We are committed to equality of opportunity in employment and services.

All applicants must be able to provide evidence of their Right to Work in the UK prior to commencement of employment. As part of our need to comply with UK immigration rules, you will be required to provide Home Office stipulated documentation prior to interview.

Post title:	Enhanced Learning Centre Co-ordinator
Grade:	Grade 9 Pay Point 16-19 £27,698-£29,385
Job Family:	Teaching and Learning
Responsible to:	SENDCO
Hours of work:	37 hours per week Monday: 7.45am – 3.45pm with 30 minutes for lunch Tuesday: 7.45am – 3.45pm with 30 minutes for lunch Wednesday: 7.45am – 3.45pm with 30 minutes for lunch Thursday: 7.45am – 3.45pm with 30 minutes for lunch Friday: 7.45am – 3.15pm with 30 minutes for lunch
Weeks of contract:	39 weeks per annum (being 38 weeks of term time plus 1 week of INSET days)
Flexible working:	Flexible working is not available in this post

Role Description

Purpose of the Post

- To work as a team leader assisting the SENDCO in managing and co-ordinating the Enhanced Learning Centre. To facilitate the smooth running of Enhanced Learning Centre on a day-to-day basis
- Using knowledge and understanding of the Code of Practice and relevant policies, guidance and legislation, to assist the SENDCO to ensure that the Enhanced Learning Centre delivers high quality SEND support provision to students and that there is good communication to all stakeholders
- To work at HLTA level, implementing agreed work programmes to individuals / groups both within and out of the classroom, enabling students to access learning activities and structured programmes and to overcome barriers to learning
- Be the Form Tutor for a small nurture group, delivering consistent personalised pastoral support to ensure every student feels valued, confident, and motivated to succeed.

Key Tasks and Responsibilities

- To work under the guidance and overall supervision of the SENDCO
- To oversee the deployment of the Teaching Assistants in the Enhanced Learning Centre department including timetabling
- To oversee the induction of new Teaching Assistants into the department
- To supervise the Teaching Assistants in the department and to ensure that they are suitably trained and resourced, and to lead the team in delivering high quality provision
 - To assist the SENDCO in the development of the Enhanced Learning Centre intervention programme, and to co-ordinate the implementation of the agreed programme including managing and delivering the Supported Study programme and Nurture groups in the Enhanced Learning Centre
- Be the Form Tutor for a small nurture group, delivering consistent personalised pastoral support to ensure every student feels valued, confident, and motivated to succeed
- Under the overall supervision of the SENDCO, to use a range of assessment materials and carry out diagnostic assessments of students in accordance with training received, and ensure the collation of results and communication to other staff under SENDCO guidance
- Under the guidance of the SENDCO, to analyse data and reports to identify students who may need interventions that are additional to and different from the mainstream
- To assist with the production and review of student support plans, under the supervision of the SENDCO, by co-ordinating the graduated response and implementing the Assess Plan Do Review model for each provision. To produce individualised timetables to communicate the provision to stakeholders as required
- To support and provide care and welfare, and to implement structured learning programmes for students in the Enhanced Learning Centre Base who may have complex disabilities, SEN needs, medical needs, behaviour and/or emotional difficulties or social development needs to enable them to participate in learning activities and develop relationships with others
- To establish productive working relationships with students, acting as a role model and setting high expectations. This includes supporting students consistently, while recognising and responding to their individual needs, promoting independence and employing strategies to recognise and reward achievement and self-reliance
- To deliver programmes and monitor the student's response to the learning activities and where necessary modify or adapt the activities as agreed with the class teacher or SENDCO to achieve the intended learning outcome
- To be able to plan and develop differentiated learning activities and have awareness of child development and pupil learning
- Under the overall supervision of the SENDCO, to accurately record and report on the development, progress and attainment of students on the student file through a central system for provision mapping in accordance with school procedures
- To monitor and review to ensure that all key workers in the Enhanced Learning Centre team keep student records updated in accordance with school procedures
- To liaise with a range of outside agencies around the needs of students including (in consultation with the SENDCO) co-ordinating provision for pupils with

physical or sensory impairment through the relevant services, and (alongside the SENDCO) attending meetings with the Educational Psychologist and transitional annual reviews of EHCPs.

- To attend or hold SEND support and pupil passport review meetings with students and parents as agreed with the SENDCO, and to attend annual reviews for students with an EHCP alongside the SENDCO
- To liaise with parents and teachers as required and to attend open evenings and parents evening as appropriate
- To supervise students in the Enhanced Learning Centre Base outside usual school hours including before school and during lunchtimes as required
- To be responsible for the running of the Enhanced Learning Centre Homework Club after school, and liaising with appropriate staff around the students' skills and achievements
- To monitor and maintain curriculum resources in the Enhanced Learning Centre base for use with a wide range of students at all ages of secondary school who have a wide range of needs and to be the budget holder for the departmental budget
- To identify potential day-to-day gaps in Teaching and Learning Assistant provision and to adjust staff deployment accordingly to best meet service needs
- To liaise with Office and Finance staff and the Cover Manager on behalf of Enhanced Learning Centre as appropriate to ensure good absence reporting and adequate cover for students. To be the main point of contact for all relevant personnel so that this is achieved

Common tasks and responsibilities

1. To provide specialist skills as appropriate (including literacy and numeracy), contribute to the planning of learning activities, undertake work/core/support programmes to enable access to learning and to assist the class teacher in the management of the children and young people in the classroom
2. To be able to work at HLTA level, independently planning and delivering lessons to support students to learn away from the mainstream, assessing and reporting appropriately on development and attainment
3. To contribute to maintaining children and young people's records
4. To contribute to the management of children and young people's behaviour, dealing with any disruption and report to the class teacher any difficulties unable to overcome
5. To work with students within the classroom to enable them to access the curriculum
6. To work with students as individuals or small groups on study or support programmes, withdrawn from mainstream under the direction of the SENDCO
7. To enable students to maintain appropriate personal and social organisation
8. To encourage students to interact and work co-operatively with each other
9. To accompany students on educational visits as appropriate
10. To assist with the development and implementation of student support plans as appropriate
11. To respond knowledgeably to any questions from students or parents about process and procedures
12. To promote the inclusion of all students within the classroom and the school

13. To attend meetings (faculty, staff, pastoral, annual reviews, multi-agency etc) at the request of the SENDCO as appropriate
14. To carry out other duties which may be reasonably requested by the SENDCO from time to time
15. To undertake training as required at the request of the SENDCO

Line management or supervisory responsibilities (if applicable)

- Supervision of Teaching Assistants deployed to the Enhanced Learning Centre

Supervision received (if applicable)

- Line manager is the SENDCO
- Supervision from class teachers as required for relevant students

Corporate Responsibilities

- To be aware of and comply with school policies and procedures
- To work towards the school vision and in support of the school's ethos and aspirations
- To comply with the school Code of Conduct
- To comply with health and safety policies and procedures
- To maintain confidentiality and observe data protection and associated guidelines
- To receive safeguarding training and comply with school policies and procedures
- To carry out the duties and responsibilities of the post in compliance with the Equalities Act and the school's equal opportunities policies
- To act with honesty and integrity and in accordance with the school's financial regulations
- To act appropriately and professionally, and to treat others with courtesy, respect and consideration

Person Specification

Knowledge and Skills	Essential / Desirable
<ul style="list-style-type: none"> • Knowledge of SEND Code of Practice and relevant legislation and guidance 	E
<ul style="list-style-type: none"> • Ability to lead, support and supervise a team effectively 	E
<ul style="list-style-type: none"> • Systematic, well-organised and able to manage time of self and others effectively 	E
<ul style="list-style-type: none"> • Evidence of having co-ordinated the learning of students when not under direct teacher supervision 	D
<ul style="list-style-type: none"> • Ability to co-ordinate and ensure the adequate level of supervision of SEN students 	E
<ul style="list-style-type: none"> • Ability to run an after-school homework club for SEN students each week 	E
<ul style="list-style-type: none"> • Ability to assist students in making successful transitions between key stages, educational establishments and aid progression through the school as necessary 	E
<ul style="list-style-type: none"> • Ability to identify potential barriers to learning and help to plan strategies to overcome these 	E
<ul style="list-style-type: none"> • Ability to establish and develop one-to-one/small group working of students and set targets for development as part of the learning action planning process. Ability to produce individual/group action plans for students and implement and evaluate as appropriate 	E
<ul style="list-style-type: none"> • Ability to manage, motivate and support students who may have complex disabilities, SEN needs, medical needs, behaviour and/or emotional difficulties or social development needs, to enable them to develop relationships with others and to participate in learning activities 	E
<ul style="list-style-type: none"> • Possession of good ICT and organisational skills with an ability to manage and maintain all appropriate electronic and paper records as requested by the SENDCO 	E
<ul style="list-style-type: none"> • Ability to communicate effectively to a range of staff, students, parents and outside agencies and to effectively work with a range of agencies to promote the learning and progress of young people 	E
<ul style="list-style-type: none"> • Initiative and judgement to know when to request further advice in order to maintain student progress 	E
<ul style="list-style-type: none"> • Understanding of a range of SEN needs and their implications within the classroom environment 	E
<ul style="list-style-type: none"> • Ability to work accurately under pressure and to meet deadlines 	D
<ul style="list-style-type: none"> • Ability to use a range of diagnostic assessments (following training) in relation to student needs 	E

Personal Qualities	Essential / Desirable
<ul style="list-style-type: none"> • Able to communicate tactfully, diplomatically, professionally and effectively in a range of ways with a range of stakeholders including staff, students, parents and external advisors and providers 	E
<ul style="list-style-type: none"> • Ability to communicate effectively to engage and influence SEN students and to be an active listener 	E
<ul style="list-style-type: none"> • Able to work co-operatively as part of a team and to form good working relationships 	E
<ul style="list-style-type: none"> • Patient and approachable 	E
<ul style="list-style-type: none"> • Willing to undertake training and to share knowledge and expertise with other staff 	E
<ul style="list-style-type: none"> • Able to work accurately and calmly under pressure and to manage deadlines 	E
<ul style="list-style-type: none"> • Takes care and pride in all work, and has good attention to detail 	E
<ul style="list-style-type: none"> • Flexible and adaptive to changing circumstances and requirements 	E

Qualifications	Essential / Desirable
<ul style="list-style-type: none"> • Grade 4 (C) or above in GCSE English or equivalent 	E
<ul style="list-style-type: none"> • Grade 4 (C) or above in GCSE Maths or equivalent 	E
<ul style="list-style-type: none"> • 5 GCSEs grades A* - C or equivalent 	E
<ul style="list-style-type: none"> • Further qualifications (A Level, L3 or above) 	D
<ul style="list-style-type: none"> • HLTA qualification or equivalent 	E

Corporate Competencies	Essential / Desirable
<ul style="list-style-type: none"> • General knowledge and understanding of the requirements of a school environment 	E
<ul style="list-style-type: none"> • Ability to relate to students aged 11 to 18 	E
<ul style="list-style-type: none"> • Punctuality and reliability 	E
<ul style="list-style-type: none"> • Understanding of the importance of safeguarding and the welfare of children, and a commitment to remaining up to date with requirements of the role in this area 	E
	E



<ul style="list-style-type: none">• Understanding of the importance of financial rules and procedures and a commitment to remaining up to date with the requirements of the role in this area• Understanding of the importance of health and safety rules and procedures and a commitment to remaining up to date with the requirements of the role in this area• Understanding of the importance of Equalities Act requirements and a commitment to remaining up to date with the requirements of the role in this area• Understanding of the need for confidentiality and knowledge of data protection principles	<p>E</p> <p>E</p> <p>E</p>
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