



Queen Katharine Academy



Queen Katharine Academy

Application Information Pack

SENCo



Working together to transform lives through education



Principal's Welcome



Dear Applicant,

Thank you for your interest in joining Queen Katharine Academy (QKA). I am delighted to introduce myself as the new Principal and to welcome you to a school celebrated for its vibrant and diverse community.

At QKA, both students and staff thrive in an inclusive and supportive environment, making our academy a truly exceptional place to work and learn.

Our commitment to academic excellence, character development, and a positive school culture is at the heart of everything we do. Guided by our core values — **Respect, Ambition, and Responsibility** — we aim to foster a collaborative and aspirational workplace where every colleague is valued and empowered to reach their full potential. Whether you are starting your career or bring a wealth of experience, you will find a culture that supports professional growth, innovation, and a shared dedication to continuous improvement.

Queen Katharine Academy is proud to be part of Thomas Deacon Education Trust (TDET), a forward-thinking network of academies dedicated to collaboration and educational excellence. As a member of TDET, our staff benefit from shared expertise, resources, and opportunities for professional development within a supportive and progressive network.

With over 20 years of experience in education, including senior leadership roles across a variety of schools, I know how vital a nurturing and ambitious staff culture is for student and school success. At QKA, I am dedicated to building on our strong foundations and working closely with colleagues to create an environment where staff are valued, supported, and empowered—so that together, we can ensure every student is supported, challenged, and inspired.

We are proud of the progress our academy community continues to make and excited about the opportunities ahead. If you are seeking a rewarding, dynamic, and supportive environment where you can grow your career and make a real difference, I encourage you to apply to join our dedicated team.

Thank you for considering Queen Katharine Academy as the next step in your professional journey.

Yours sincerely,

Mr. M. Taylor | Principal



Job Description

Job Title	SENCo
Reports to	Head of Inclusion and Safeguarding Lead
Salary/Grade	L8 – L12
Date Last Evaluated	June 2026
Core Purpose	To ensure that any individual with a Special Educational Need and/or Disability acquires the necessary knowledge, skills and character to make a positive contribution to society and reach their full potential.

Key Responsibilities

Leadership

The postholder will be a member of the Academy's Extended Leadership Team, contributing to whole-school strategic decision-making:

- As a member of the Extended Leadership Team, ensure the academy remains compliant with the SEND Code of Practice (2015) is adhered to and the delivery of the SEND policy and provision are maintained well.
- Lead strategically on provision for pupils with SEND across the academy. Identify the strategic priorities for improving outcomes for individuals with SEND across KS3 – KS5.
- Maintain an up-to-date knowledge of national and local SEND initiatives which may inform the Academy's policy and practice.
- Provide strategic oversight of teaching and learning for pupils with SEND, offering advice, guidance and coaching to teaching and support staff appropriate advice, guidance and coaching to ensure that all teaching and support staff can fulfil their statutory duties for pupils with SEND.
- Identify and deliver opportunities for training and CPD that complements the whole academy's strategic vision.
- Provide guidance around the effective deployment of support staff.
- Evaluate whether funding is being used efficiently and propose changes to make funding more effective.
- Work as part of the Extended Leadership Team to collaborate with other key leaders to ensure effective sharing of information and strategic thinking in meeting the needs of all learners i.e. SEND and PP, SEND and EAL etc.



- Ensure all statutory documents such as SEND policy, SEND information report and Accessibility Plan are up to date and accessible on the academy website.
- Provide updates to the Principal and Academy Committee on the effectiveness of provision for pupils with SEND.

Operational Responsibilities

Working closely with key staff in the department:

- Model best practice in SEND provision through coaching, guidance and quality assurance of classroom practice.
- Maintain an accurate record of pupils with SEND (K and E) across KS3 and KS5.
- Implement and embed clear processes in order to identify possible SEND as early as possible.
- Maintain a provision map and be able to identify impact across the range of interventions.
- Communicate regularly with parents/ carers and young people regarding progress and decisions around provision.
- Work closely with external services to secure the best outcomes.
- Frequently monitor attendance, behaviour and progress data and use effectively to identify next steps.
- Use a range of assessment tools to ensure that special educational needs are identified accurately.
- Ensure that the academy provides young people with the appropriate support, advice, and experiences to enable successful transitions to new settings or to secure the most appropriate next steps in education, employment and training.
- Advise, guide and support teachers to implement appropriate classroom strategies and ensure the effective use of Learning Plans across the Academy.
- Attend local SEND events and identify appropriate training opportunities in response to the needs of the young people at QKA.
- Ensure clear and efficient medical process are embedded and in line with good practice guidance.
- Oversee clear processes for exam access arrangements.

General Responsibilities

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.



- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the School's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.

Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or
- As a result of a team/operational requirements, or

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.



Person Specification

Attribute	Essential or Desirable	Assessment
Qualifications		
Qualified Teacher Status	E	A
National Award for SEND Coordination	E	A
Knowledge & Understanding		
Firm working knowledge of the SEND Code of Practice.	E	A/I
An understanding of the needs of SEND Children	E	A/I
An understanding of current initiatives and effective evidence-based intervention programmes, across all 4 areas of SEND.	E	A/I/T
Knowledge of SEND local policy and practice and the range of external services.	E	A/I/T
Knowledge of efficient medical processes.	E	A/I
Knowledge of effective processes for exams access arrangements.	E	A/I
Skills & Abilities		
To be strategic in your thinking and be able to identify clear priorities and related actions in order to develop SEND practice.	E	I/T
To build good relationships with young people, parents, and key stakeholders.	E	I/T
To have a flexible approach and be able to prioritize workload effectively.	E	I/T
Proficient in the use of ICT, assistive technology and software programmes to support accessibility of the curriculum.	E	A/I/T
Experience		
Consistent track record of raising achievement through outstanding classroom practice.	E	I/R
Experience of teaching young people with a range of complex needs.	E	A/I/R
Evidence of developing and enhancing the teaching practice of colleagues through coaching/ mentoring and delivering high quality CPD.	E	I/R
Experience in leading in SEND, including the early identification of pupil needs and monitoring pupil progress.	E	A/I
Experience of leading staff teams effectively.	D	A/I/R
Experience in leadership and effective deployment of support staff.	D	A/I
Special Educational Needs and/or Disabilities Coordinator in a secondary school	D	A



Personal Commitment		
Demonstrate and adhere to TDET and Academy's Core Values.	E	A/I
Commitment to equality and diversity in the workplace.	E	A
Adhere to GDPR guidelines and the Academy's internal procedures.	E	A
Adhere to the Academy's Safeguarding and Prevent policy and procedures.	E	A/I
Adhere to TDET's Health and Safety policy and procedures.	E	A

Assessment methods

A – Application
R – References

I – Interview

T – Task/Activity

L – Lesson Observation





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