



**North East  
Learning Trust**

**Assistant Headteacher – SENDCO**

**Including responsibility for the Additionally Resourced Provision  
Biddick Academy**

Applicant information pack

# **Assistant Headteacher – SENDCO with additional responsibility for the ARP**

**Permanent  
Required asap  
1.0 FTE  
Salary L13 - 17  
£66,919 - £73,819 per annum FTE**

Biddick Academy is part of the North East Learning Trust and is seeking to appoint an Assistant Headteacher SENDCO to join our dedicated team. The successful candidate will be responsible for the day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN. This is an exciting opportunity for the right candidate to join a close and talented team who share our vision.

Biddick Academy has an additionally resourced provision (ARP) for students with Autism (ASD), known as The Unity Centre. The Unity Centre has 35 places, where all students have an Educational Health Care Plan. The aim is to promote the development of students with Autism/Aspergers as both individuals and communicators by providing a special educational service within a mainstream environment.

At Biddick Academy we find and nurture the brilliance in every student through a well-balanced and broad curriculum. Everything that we do aims to develop curiosity, build resilience, readiness, and aspiration in our students. Each year we work to build on the high standards and reputation we have achieved over many years as we prepare students to embrace the endless possibilities that lie ahead of them.

Our vision, along with all schools in the Trust, is that every child experiences excellence every day.

## **We are committed to:**

- A vibrant learning community with enthusiastic and engaging students
- A positive and caring ethos
- An excellent learning environment and resources
- A team of hardworking, dedicated and friendly staff where everyone is valued

## **We will offer you:**

- National Terms and Conditions of Employment
- Access to Teachers' Pension (for Teachers)
- Up to 1 day paid leave for staff wellbeing
- Lifestyle Savings – range of discounts from top retail brands
- Discounted gym membership
- 24/7 Employee Assistance Programme and wellbeing portal

## **The successful candidate will:**

- Have QTS and the National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment
- Contribute to leading the strategic direction and development of student support within the school



- Drive forward the continuing quality of support within teaching and learning to ensure positive life chances for our students
- Contribute to the managing of staff
- Be part of the Senior Leadership Team
- Have a passion for supporting students with additional needs

**Deadline: 7<sup>th</sup> February 2025, noon**

Interviews taking place week commencing 10<sup>th</sup> February 2025

**How to apply:**

Application packs can be downloaded from our website.

Application forms should be returned to [daniella.moscardinibaharie@biddickacademy.co.uk](mailto:daniella.moscardinibaharie@biddickacademy.co.uk) or by post to Daniella Moscardini-Baharie, PA to Headteacher, Biddick Academy, Biddick Lane, Washington, NE38 8AL. You can, if you wish, submit a covering letter to support your application; please do not submit a CV unless it is to complement your application form.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment. All posts will be subject to receipt of satisfactory enhanced DBS disclosure, medical and reference checks. All pre-employment checks are in line with "Keeping Children Safe in Education" and the Trust's Safeguarding Policy which is available on our website.





# Job Description

**Post title:** Assistant Headteacher/SENDCO  
**Responsible to:** Deputy Headteacher  
**Responsible for:** Supporting the individual needs of pupils with SEN or disabilities  
**Salary Band:** Leadership (L13 – L17)

## Job Purpose:

- Determine the strategic development of the special educational needs (SEN) policy and provision in the school
- Be responsible for the day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

## Duties and Responsibilities:

### Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Ensure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Lead a large, successful team of professionals to support SEND students
- Contribute to the Trust's large, diverse and very successful senior management team

### Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness



### **Support for pupils with SEN or a disability**

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents or carers
- Ensure, if the pupil transfers to another school, all relevant information is conveyed, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability
- To undertake a timetabled teaching commitment.

### **Leadership and management**

- Work with the Head of School and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis
- To work with the leadership team in the development and monitoring of the work of middle leaders and support with continuous professional development during the academic year, with regards to SEN students
- To support colleagues across the Trust as appropriate
- To be part of the Senior Leadership Team and contribute to the strategic development of the school
- To consistently set and adhere to high standards of professional conduct and expertise and model appropriate practice

**The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.**



## Health and Safety

It is the responsibility of individual employees at every level to take care of their own health and safety and that of others who may be affected by their acts at work. This includes co-operating with the Trust and colleagues in complying with health and safety obligations to maintain a safe environment and particularly by reporting promptly any defects, risks or potential hazards. Specifically:

- To report any incidents/accidents and near misses to your line manager
- To ensure own safety and safety of all others who may be affected by the Trust's business

## Safeguarding

The Trust has a Child Safeguarding policy and procedure in place and is committed to safeguarding and promoting the welfare of all its students, each student's welfare is of paramount importance to us and you are expected to share this commitment. All staff will fully comply with the Trust's policies and procedures, attend appropriate training, inform the Designated Person of any concerns, record any potential safeguarding incidents appropriately.

## General information

The post will require travel between academies and head office.



## Person specification

	Essential	Desirable
Education/training	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• First degree or equivalent in a relevant subject</li> <li>• National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment</li> </ul>	<ul style="list-style-type: none"> <li>• Any SEN CPD/courses, for example               <ul style="list-style-type: none"> <li>- ASD Training</li> <li>- ADHD</li> <li>- Literacy/Numeracy CPD</li> </ul> </li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Recent and successful teaching experience in a relevant subject area from KS3 – KS4</li> <li>• Experience of working at a whole-school level Involvement in self-evaluation and development planning</li> <li>• Experience of conducting training/leading CPD</li> <li>• Proven track record of delivering excellent outcomes for students at all abilities.</li> <li>• Experience of working with SEN pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading or managing developments and teams of people</li> <li>• Experience of working with external agencies</li> <li>• Experience of liaising with parents of children with SEN</li> </ul>
Aptitude and skills	<ul style="list-style-type: none"> <li>• Sound knowledge of the SEND Code of Practice</li> <li>• Understanding of what makes 'quality first' teaching, and of effective intervention strategies</li> <li>• Ability to plan and evaluate interventions</li> <li>• Data analysis skills and the ability to use data to inform provision planning</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to build effective working relationships</li> <li>• Ability to influence and negotiate</li> <li>• Good record-keeping skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to initiate SEN / subject activities to enhance provision</li> <li>• Willingness to keep up-to-date with local, county and national initiatives</li> </ul>

Personal qualities	<ul style="list-style-type: none"> <li>• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school</li> <li>• Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with young people aged between 11-18</li> </ul>
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**References:**

References will be requested prior to interview, except for non-teaching roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

**DBS:**

North East Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

**Pre-occupational health:**

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

**Equal opportunities:**

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community.

Applicants with disabilities will be granted an interview if the essential job criteria are met.

