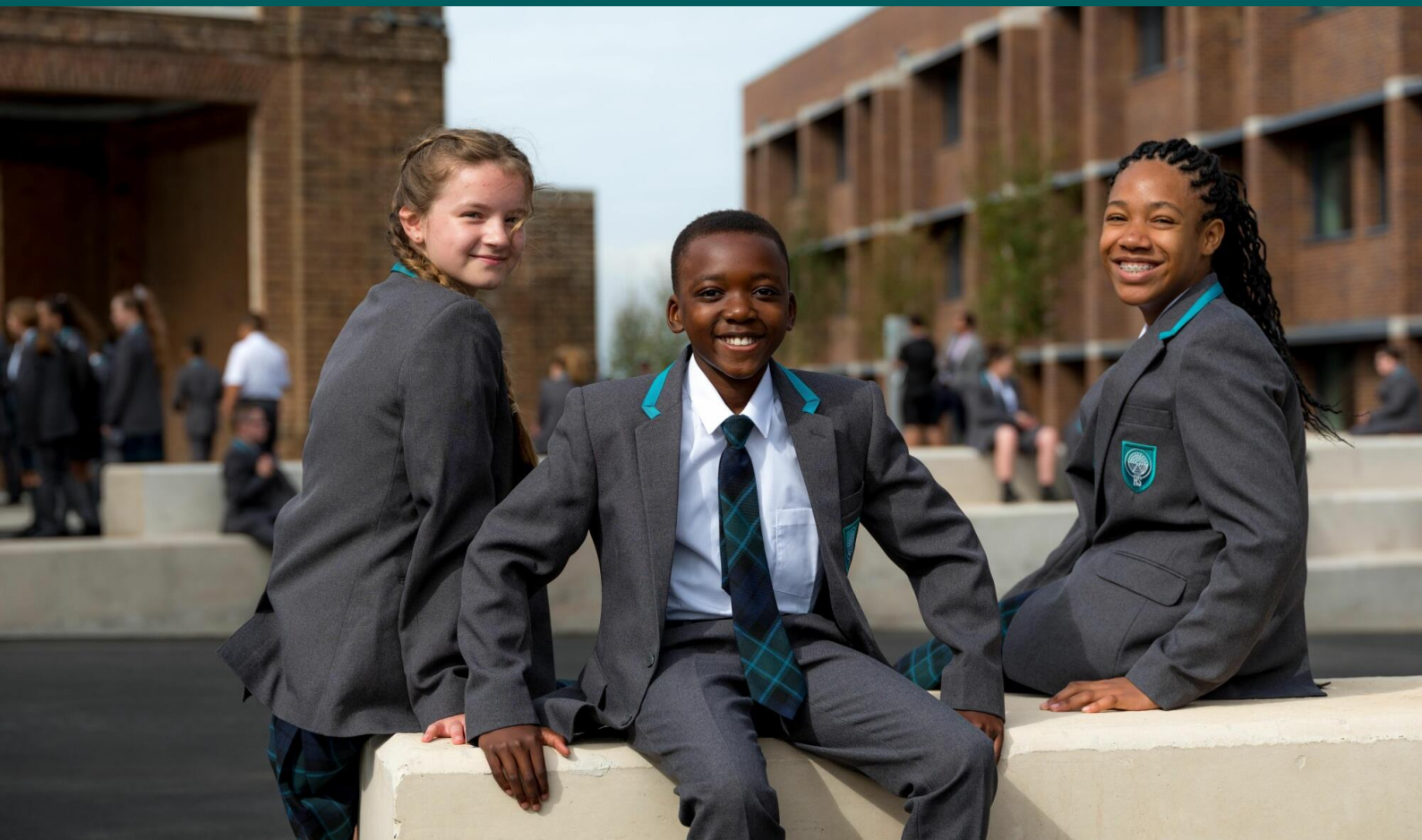


TL Transforming Lives

EDUCATIONAL TRUST



Houlton School
Associate SENCo
NJC 17 – NJC22



Welcome from the Principal

It is my great pleasure to introduce you to our Houlton family, where **innovation, aspiration and excellence** are at the heart of all we do. As His Majesty's Inspector, Nicola Harwood noted when Ofsted visited us in 2021, we '...place spiritual, moral, social and cultural education at the heart of the curriculum so that **pupils flourish and are well prepared for life beyond school.**' I am the founding Principal of the academy, so make no apologies for the passion, commitment and high expectations I have for everyone and everything at our very special school.

We proudly encourage pupils to consider themselves to have joined the unique experience of the '**Houlton family**'. Dr Maya Angelou once wrote that, '...family isn't always blood; it's **the people in your life who want you in theirs: the ones who accept you for who you are,** the ones who would do anything to see you smile and who love you no matter what.' This underpins our approach at Houlton, where difference is celebrated as integral to our supportive, wider community.

We have the privilege of occupying an exceptional campus, including our Grade II listed buildings that previously housed Rugby International Radio Station. Some established schools are lucky to be provided with refreshed, enhanced facilities in one or two specialist subject areas, such as the Arts or STEM; however, our pupils enjoy state-of-the-art facilities alongside stunning heritage buildings across the **entire curriculum.**

At Houlton School we have the highest expectations of our pupils: **excellence** is expected in all aspects of behaviour and attitudes, and pupils will be expected to always do their very best. Uniform and standards of appearance are important and traditional here: we expect them to be worn correctly and with pride as the foundation of everything else we do as a family. We encourage our pupils to always model our values and will support them in all aspects of school life, providing them with the very best teachers, facilities, and opportunities to explore their emerging talents.

Colleagues here enjoy a supportive environment in terms of their careers, whether they be teachers or any other role within our organisation. One of our Trust's key ambitions is to 'nurture potential' and we subscribe to this aspiration whole-heartedly.

I strongly recommend that potential applicants come and pay us a visit to see what a fantastic place this is to work and learn; I have every confidence that if you do, you'll want to support us in the next, exciting phase of our expansion as a community.



Michael McCulley
Principal

About the Role

Thank you for your interest in the position of Associate SENDCo at Houlton School.

This pack has been designed to help you should you choose to submit an application to us, which we sincerely hope you do. The pack aims to answer all your initial questions, but if not, please do not hesitate to contact us. It is extremely important to us that you feel comfortable and confident enough to proceed with your application, as we aim to make the very best appointment possible.

So, who are we looking for?

Houlton School are now recruiting for the role of Associate SENDCo. You will join a passionate team of teachers and associate staff who are committed to providing a World Class experience for all our pupils. You will be an excellent communicator who has the ability to inspire, motivate, challenge and support those around you. It is very important to us at Houlton School that all of our staff feel valued, listened to and mentored well so that they have opportunities to develop. You will occupy the most senior support function within the academy and be a role model to the entire business support team.

The successful candidate will enjoy support and guidance from a friendly team who work together and aim to give the best possible educational experience for their pupils. The post is very rewarding and is ideal for people who have experience or who are looking to move into this role.

The Transforming Lives Educational Trust is growing and there is great opportunity for progression.

Why work for Houlton?

- A caring school on a 20-acre, green-field campus that is small enough to know every pupil's name and story, yet large enough to offer an exciting breadth of curriculum, including our brand new Sixth Form, which launches in September 2026.
- You'll be working within a community of passionate, committed colleagues who genuinely support each other.
- A staff well-being team implements various strategies to boost staff engagement including various activities, events, conferences, and many other staff benefits.
- Excellent opportunities to develop and grow in the successful and expanding Transforming Lives Educational Trust, a growing Trust based within the local community.

What next?

We want to hear from you if you are as excited as we are about this fresh opportunity within our successful and growing Trust. In return, we can offer the right candidate the chance to work within our innovative and forward-thinking Trust as well as offering excellent professional development and progression.

We encourage you to consider the information in this pack carefully and use it to picture yourself within the role at Houlton. Should you wish to discuss any element of the pack in more detail, please don't hesitate to contact us. We look forward to receiving your application, details on how to apply can be found below.

Job Description

Academy/College:	Houlton School
Job Title:	Associate SENDCo
Salary	NJC 17 to 22 £30,060.00 to £32,654.00 FTE £25,711.52 to £27,930.28 Actual
Contract	FT Permanent (37.5 hrs pw) <i>Term Time Only + five days</i>
Start Date	As soon as possible
Responsible to:	Associate Assistant Headteacher: Head of Inclusion
Key relationships/Liaison with:	SLT / Staff Pupils Parents External Agencies
Job purpose:	<ul style="list-style-type: none"> • To support the Head of Faculty: Inclusion in establishing a positive learning culture for all pupils with additional needs. • To lead and manage the deployment of TA's and deputise for the Head of Faculty: Inclusion as required. • To assume responsibility for a caseload of SEND support pupils conducting meetings with families and external agencies as required. • To manage and maintain Provision Maps for pupils with SEND, developing tracking systems and analysis for learners with EHCP's / SEND. • To support the embedding of the core values of Houlton School. • To support the welfare of pupils with SEND and to work with families to ensure all pupils make excellent progress.
MAIN ROLE AND RESPONSIBILITIES:	
<ul style="list-style-type: none"> • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth. • To collaborate with teaching staff and liaise with parents as appropriate. 	

- To be on call when needed to support children with social, emotional and behavioural difficulties.
- To work with the Pupil Experience Team to support welfare issues of SEND pupils and liaise with external agencies where appropriate.
- To help remove welfare barriers to learning, enabling pupils to make at least expected progress.
- To deal with issues in a positive manner, communicating actions to staff and parents as appropriate.
- To provide pupils with the guidance, support, challenge and resources required to sustain motivation and improve attainment.
- To support TA's to ensure that they are present in lessons as specified on their timetables.
- To work collaboratively with Heads of Faculty to ensure the implementation of intervention strategies and support the Head of Faculty for Inclusion in the QA of these strategies.
- To plan and deliver interventions in groups and on a one-to-one basis with pupils as part of the intervention strategy.
- To develop curriculum resources in collaboration with the Head of Faculty: Inclusion and relevant class teachers to ensure that pupils with send can access a full and well-rounded curriculum and have the required level of support.
- To plan and deliver sessions that support emotional well-being.
- To provide in class support and work with individuals where required.
- To support the Head of Faculty: Inclusion to carry out in depth testing of pupils to better understand their learning, communication or SEMH needs. Use the information gathered from the testing to inform classroom strategies and additional interventions.
- To actively use SIMS, CPOMS and Edulink to ensure that incidents and actions are meticulously logged.
- To liaise with outside agencies and attend meetings as appropriate.
- To attend meetings and reviews as necessary, contacting parents as required.
- To build relationships with parents and resolve issues, liaising with external agencies as directed.
- To complete any necessary paperwork or referrals as directed by the Head of Faculty.
- To be alert to safeguarding issues, log and pass on concerns as appropriate, deal confidentially and sensitively with parents and students undergoing difficulties.
- To collate accounts and collation of information in response to incidents of challenging behaviour.
- To form positive relationships with children and their families.
- To provide a link between the school and external agencies.
- To supervise and monitor peer mentoring schemes as required.
- Develop links to ensure and enhance the understanding of the school amongst new and existing parents/carers.

- Supervise detentions as required.
- Respect confidentiality at all times.
- To understand and apply school policies in relation to health, safety welfare and Child Protection.
- Ensure that all duties and services provided are in accordance with School's Equal Opportunities Policy.
- To enforce expectations with regard to uniform, attendance, punctuality and respectful behaviour

Management Information

- To line manage the TA team.
- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To complete the relevant documentation to assist the Head of Faculty: Inclusion as required.

Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.
- To promote a positive image of Houlton School through dealings with outside bodies.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, team and the pupils.

Pupil Support

- To make use of data to support pupils who require additional support.
- To have oversight of the needs of pupils with SEND and support colleagues as appropriate to ensure they are making World Class progress.
- To promote co-curriculum activities beyond the taught day which give pupils the opportunity to take responsibility and to extend their learning.

Staff, Performance Management and Professional Development

- We are committed to ongoing CPD and offer a variety of formal and informal support to all staff no matter what their role.

Premises and Administration

- To ensure that the team's learning environment is safe, well maintained and attractive and in keeping with the School Health and Safety policy, reporting any concerns directly to the Site Manager.

Other Specific Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCD not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Post holders 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.

Post holders are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by leadership to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Safeguarding

- To be aware that all staff are responsible for the safeguarding and promotion of the welfare of children and to take on the role of ADSL.

This job description sets out the duties and responsibilities of the post at the time it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Person Specification

Job Title: Associate SENDCo
Responsible to: Associate Assistant Headteacher: Inclusion SENDCo

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children and young people and to be committed to promoting diversity and inclusion.

Specification	Essential	Desirable
Qualifications/ Training	<ul style="list-style-type: none"> Minimum requirement of GCSE or equivalent in English and Maths Experience of, or prepared to take on additional responsibilities and / or training 	<ul style="list-style-type: none"> A Level or equivalent Bachelors-level degree or equivalent Further relevant qualifications, e.g. DSL Training, SEND training, RJ Training, PREVENT training, Early Help Training
Experience	<ul style="list-style-type: none"> Demonstrable enthusiasm for working with young people. Demonstrable experience of strong communication skills and of managing difficult situations. Experience / confidence to lead Experience working with external agencies and or families Experience in SEND Experience of line managing teams 	<ul style="list-style-type: none"> Experience in a secondary school setting Experience of working with <i>children</i> with SEND Experience or training in SEND
Knowledge/Skills (Ability to)	<ul style="list-style-type: none"> Able to communicate with a variety of stakeholders (e.g. pupils, colleagues, parents, the community, external agencies) Able to lead, coach and mentor pupils and support staff to help SEND pupils access their learning Able to use IT to support both the organisation Able to work as part of, and contribute to, a whole school, multi-disciplinary team Able to assess the needs of individuals to inform the targeting of individual needs including monitoring and tracking of progress 	<ul style="list-style-type: none"> A working knowledge of the SEND Code of Practice Experience of working with pupils with Special Educational and/or social/emotional/behavioural needs Experience of using SISRA or other data monitoring tools Experience in working with families and or with safeguarding SENCo qualification
Personal Qualities	<ul style="list-style-type: none"> Understanding of confidentiality required for this role Calm Confident Flexible Reliable Professional and confident Team player 	

How to Visit and Apply

Please read the information in this pack. If you are interested in this job opportunity, please apply by downloading the application form from our website (www.tlet.org.uk). Completed application forms should be emailed to careers@tlet.org.uk or posted to:

HR Department (Careers)
c/o Houlton School
Signal Drive
Houlton
Rugby
Warwickshire
CV23 1ED

If you have any questions about the role or would like to visit Transforming Lives Educational Trust or one of our Academies, please don't hesitate to contact us by emailing careers@tlet.org.uk or selecting option 1 on our telephone menu – 01788 593900.

If you decide to apply, you should include a supporting statement with your application form (either within the application or as a covering letter) on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust.

Please do not send a general letter; we are really looking for someone who is prepared to respond to us as an individual Trust. You can be sure that we will take time and care in reading your letter; we appreciate how much time and energy goes into writing it.

Recruitment Timeline

Position advertised:	21/3/2025
Closing date:	7/4/2025 9am
Final shortlisting:	8/4/2025
Final panel process:	TBC