



Part of the



# **SPECIAL EDUCATIONAL NEEDS & DISABILITIES CO-ORDINATOR (SENDCO) Candidate Recruitment Pack**

**L8 – L12**



# Welcome

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## From the Head Teacher Rye College

Dear Candidate,

Thank you for considering the **Special Educational Needs & Disabilities Co-ordinator (SENDCo)** vacancy at **Rye College**.

There is a long tradition of education in Rye, going back to the foundation of the Grammar School in 1636. Rye College joined the Aquinas Trust in 2018 marking the beginning of a new chapter in 400 hundred years of learning in this ancient town. Supported by Aquinas, Rye College has grown: building from that strong foundational core into a thriving and successful school through the continual focus on improving standards of education.

At Rye College, our goal is to create bright futures for all through life transforming learning. Having seen an impressive rise in progress and attainment outcomes over the last few years, our focus continues to be the development of our curriculum to deliver academic excellence for all of our students.

I am privileged to lead a school where the values of our community are evident in everything we do. Our success has resulted in considerable growth and provides an opportunity ideal for ambitious and talented leaders to truly make a difference, and build upon our most recent Ofsted good grading. We are now seeking to appoint an exceptional SENDCo who will provide strategic leadership for inclusion, champion high-quality provision for students with SEND, and work collaboratively with staff, families and external agencies to ensure every student can thrive within our school community.

We would welcome applications from existing experienced SENDCo wanting a new challenge as well as those from talented and ambitious newly qualified SENDCo looking to take their next step in senior leadership within a supportive Trust.

I very much look forward to receiving your application.

A handwritten signature in black ink, appearing to read 'Dom Downes', with a long horizontal line extending to the right.

**Dom Downes**  
Head Teacher, Rye College



*Our shared vision of  
Life Transforming Learning  
places our values at the  
heart of all we do*



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## Safeguarding Statement

The Aquinas Church Of England Education Trust is committed to safeguarding and promoting the welfare of children. We expect all staff, Aquinas Advisory Council members, volunteers and visitors to share this commitment.

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# About Rye College

Rye College is a happy, welcoming and inclusive 11-16 school situated within the historical town of Rye, in a beautiful part of East Sussex.

Rye lies approximately 12 miles from Hastings and 19 miles from Ashford.

The town is well connected with a main railway line from Rye to Ashford, Eastbourne and Brighton.

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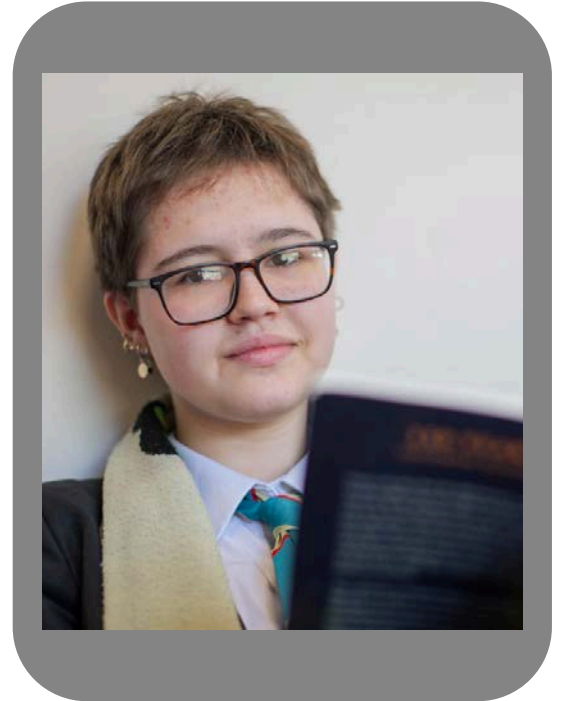
## Our Vision and Values

Our mission at Rye College is to 'create bright futures for all'. With this in mind, we work hard to ensure every child is happy and well supported on their educational journey with us.

We want every child to grow and flourish in our care.

Our school is a safe, exciting place where the student is at the heart of everything we do. Our students are cared for, nurtured and challenged, enabling them to thrive and flourish, making great progress as learners and people.

We are part of a family of schools that serve the young people of Rye from two to sixteen years of age, truly making us a 'local community college'. We are driven by a pursuit of high academic standards regardless of start points and a desire for all students to experience an exceptional education.



## Our People

Staff at Rye College are passionate and driven to providing the best possible experience for our students. We are reflective, outward facing professionals committed to exploring how we can make the Rye College experience even better. Every member of staff is on their own learning journey, and we are dedicated to growing and nurturing everyone in the school community within a learning culture.



## Our Journey

The school has experienced a period of change since joining the Aquinas Trust in 2018.

We were inspected by Ofsted in January 2023, where we were rated as a "GOOD" school. The report marked a fantastic achievement for our school, and its students, staff and the community as a whole.

It is an exciting time to join our school as we go from strength-to-strength on our improvement journey.

# About Aquinas Church Of England Education Trust



Established in 2013, the Trust was founded as a natural development of positive relationships built between neighbouring Church of England schools; initially in the Bromley area. In November 2018, we added two community schools to our family, Rye College and Rye Community Primary School in East Sussex.



We have a shared vision of Life Transforming Learning that places our values at the heart of all we do. Our values, founded on Christian principles, have excellence at their heart. We invest in teaching and leadership so that we deliver highly effective learning across the Trust. We believe in learning from and growing through the rich diversity of backgrounds and beliefs.



All Schools within Aquinas collaborate to share their professional expertise and partner with the wider community so all can flourish. We take collective responsibility for those in our schools; working together to pool our energy to find solutions to problems that arise to remove barriers that may prevent success.

**At Aquinas, we work together so that our learners have an exceptional education; one where individuality is celebrated, talents are nurtured and progress is sustained from early years to Post 16.**



## Our Academies

Since our first primary and secondary schools came together, a further ten schools have joined us. We now have twelve academies (three secondaries), with over 700 colleagues, and almost 5000 children and young people in our care.



Bishop Justus CE School



Cudham CE Primary School



Keston CE Primary School



Parish CE Primary School



Robertsbridge Community College



Rye College



Rye Community Primary School



St George's CE Primary School



St John's CE Primary School



St Mark's CE Primary School



St Nicholas CE Primary School



Trinity CE Primary School

# Special Educational Needs & Disabilities Co-ordinator (SENDCo)

Salary: L8 (£61,534) - L12 (£67,898)

## What we're looking for in our new SENDCo

Rye College is seeking to appoint an outstanding individual to be our new Special Education Needs & Disabilities Co-ordinator (SENDCo) to start in **September 2026**.

We are seeking to appoint an enthusiastic, energetic and adaptable SENDCo to join our team. This is an exciting opportunity for a skilled professional who is passionate about Inclusion and committed to ensuring every young person thrives.

This non teaching role allows dedicated time to lead and develop effective support for all students.

## Experience and Key Qualities

We welcome applications from experienced leaders or those looking for their first SENDCo leadership role. Our ideal candidate will be:

- Experienced in supporting students with SEND, with a good understanding of the SEND Code of Practice.
- Confident in leading SEND provision, including working closely with teaching and support staff.
- Commitment to developing inclusive practice and supporting alternative or personalised pathways for students.
- A positive, empathetic communicator who builds strong relationships with pupils, staff and families.
- Holds QTS, a recognised SENCO qualification (NASENCO or NPQ), and brings energy, integrity and enthusiasm to the role.

## We would welcome a letter of application if you are:

- An inspirational, outstanding practitioner committed to helping children achieve high academic standards and outcomes.
- An exceptional individual who demonstrates energy, passion and excellence.
- Highly committed and supportive of students, families, staff, and our wider Trust networks.
- Able to take a lead role, working closely with the senior leadership team and other leading practitioners across the Trust in developing, implementing and evaluating policies and practice that lead to strong SEN and Inclusion improvement.
- An experienced leader who can provide vision and inspiration for students and staff in pursuit of excellence.
- An effective communicator with excellent organisational and interpersonal skills who fully embraces our Trust ethos and values.



# Job Description

## Purpose of the Role

The SENDCo provides strategic leadership for SEND provision through a **non-teaching role**, enabling focused oversight, coordination and development of support. Promotion of high-quality, inclusive practice so that every student is supported to achieve their potential and succeed.

## Summary of Responsibilities and Duties

The following list of responsibilities and duties is not exhaustive. This job description has been compiled in accordance with School Teachers Pay and Conditions of Employment.

### Strategic Leadership and Development of SEND Provision



- Provide strategic leadership for SEND and Inclusion as part of the school's leadership structure
- Assist in the development, implementation and evaluation of the school's SEND policy and provision
- Ensure SEND and Inclusion priorities are reflected in the School Development Plan
- Maintain up-to-date knowledge of national and local SEND legislation and guidance
- Ensure all statutory duties and legal responsibilities for SEND are met (EHCPs, Annual Reviews, SEND registers)
- Oversee systems to identify early needs, remove barriers to learning and secure inclusion
- Liaise with external agencies for assessments, advice and specialist support
- Attend Strategic Attendance and Inclusion Meetings and contribute to whole-school strategies
- Advise senior leaders on appropriate deployment of staffing and resources to maximise achievement for pupils with SEND
- Advise the Headteacher of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency

### Curriculum Development, Teaching and Learning, Assessment

- Liaise with senior leaders to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum which complements the School Development Plan/Self-evaluation.
- Promote inclusive, high-quality teaching and learning for pupils with SEND across the school
- Support staff in identifying effective teaching strategies and reasonable adjustments for pupils at SEND Support and with EHCPs
- Lead the graduated approach (Assess, Plan, Do, Review) for pupils with SEND
- Carry out pupil assessments, including classroom observations and meetings with teachers and parents/carers
- Develop, implement and monitor Individual Support Plans, Additional Needs Plans and EHCP targets
- Collect, interpret and apply specialist assessment advice to guide teaching and interventions
- Design and oversee delivery of targeted interventions, both in and out of the classroom
- Oversee Annual Reviews for students with EHCPs and ensure statutory compliance
- Ensure high-quality reports are submitted to parents and Local Authorities
- Collect, analyse and interpret specialist assessment data
- Ensure accurate SEND registers and census returns
- Update the Headteacher, Advisory Council and Trustees via relevant committees and link visits, on the effectiveness of inclusive provision, including for students with SEND.
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies.

# Job Description

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## Leadership and Management of SEND Team

- Line manage the SEND/Inclusion Team
- Promote high-quality SEND and inclusive practice across the school.
- Lead and promote continuing CPD within the SEND department and provide training opportunities for teachers and support staff to learn about inclusion.
- Disseminate best practice and develop staff expertise
- Ensure staff fulfil statutory SEND responsibilities
- Manage SEND and Inclusion staffing deployment effectively
- Provide professional guidance, advice and support to staff on SEND practice
- Identify and support SEND-related professional development needs, including contribution to whole-school INSET
- Work closely with the Headteacher in evaluating staff effectiveness in supporting pupils with SEND
- Provide regular reports to the Headteacher on SEND provision and outcomes



## Coordination and Pupil Support

- Oversee the day-to-day coordination of SEND provision across the school
- Liaise effectively with teaching staff, pastoral teams, student support leaders, HLTAs, TAs and individual needs assistants
- Maintain accurate, up-to-date pupil records and SEND documentation
- Ensure continuity of provision and effective transitions, particularly:
  - Attending and contributing to Year 6 Annual Reviews
  - Liaising with primary schools regarding Year 5 and 6 pupils
  - Supporting successful transition into secondary education



## Working with Parents and External Agencies

- Build strong, collaborative relationships with parents/carers
- Coordinate and attend/chair Annual Reviews as required
- Make referrals and work closely with external agencies, including:
  - Educational Psychologists
  - Speech and Language Therapists
  - Occupational Therapists
  - Health, social care and local authority services
- Ensure external advice is integrated effectively into school practice



## Resources and Budget Management

- Hold and manage the SEND budget, ensuring resources are allocated effectively and in line with statutory duties.
- Monitor, evaluate and report on SEND expenditure, ensuring value for money, measurable impact on pupils outcomes and alignment with school priorities and EHCP requirements.
- Advise the Headteacher, Advisory Council and Trustees on SEND budgeting, resource allocation and priorities for expenditure
- Ensure effective deployment and monitoring of SEND resources
- Evaluate the impact of resources and interventions to ensure value for money



## Access Arrangements and Examinations

- Oversee applications for Access Arrangements with examination boards
- Ensure agreed arrangements are implemented consistently
- Work with the Exams Officer to coordinate provisions
- Support EHC Needs Assessments (EHCNAs) where required

# Job Description

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## Safeguarding and Child Protection

- The SENDCo has a responsibility to promote and safeguard the welfare of all children and young people. The post holder must comply with the school's Child Protection and Safeguarding Policy and report any concerns to the Designated Safeguarding Lead.
- This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



## Other Professional Duties

- Keep up to date with national and local SEND legislation, guidance and the SEND Code of Practice
- Cascade updates and best practice to colleagues
- Undertake any reasonable duties consistent with the grade and responsibilities of the post



## Conditions of Employment

- This post is subject to the School Teachers' Pay and Conditions Document, Qualified Teacher Status standards, the School Standards and Framework Act 1998 and other relevant legislation.
- This job description should be read in conjunction with the "Clarification Notes on the Exercise of Professional Duties for Teachers".
- The job description may be amended following consultation and will be reviewed annually.

## Person Specification

### Qualifications, Training and Experience

#### Essential

- Qualified teacher status (QTS) and strong knowledge of the SEND Code of Practice.
- SENCO post graduate qualification (NASENCO/NPQ)
- Proven impact in supporting students with a range of SEND through high-quality inclusive practice.

#### Desirable

- Secondary SENDCo or Assistant SENDCo experience.
- Relevant SEND-focused postgraduate or professional training.
- Effective leadership and partnership with staff, families and agencies.

### Skills and Experience - Essential

- Secure understanding of the SEND Code of Practice and statutory responsibilities
- Proven experience of identifying need, leading SEND provision and improving outcomes for pupils with diverse needs.
- Strong ability to work collaboratively with teachers, support staff, parents and external agencies.
- Effective organisation, communication and leadership skills to manage provision, reviews and compliance

### Skills and Experience - Desired

- Experience as a SENDCo or Assistant SENDCo in a secondary school setting.
- Experience leading staff and coordinating TA and specialist support provision.
- Strong partnership working with parents, external agencies and local authorities.

### Knowledge - Essential

- Secure and up-to-date knowledge of the SEND Code of Practice and statutory SEND responsibilities in a secondary school context.
- Strong understanding of a wide range of SEND and evidence-based strategies to promote progress, inclusion and positive outcomes.
- Sound knowledge of assessment, monitoring and review processes, including EHCPs, provision mapping and annual reviews.
- Clear understanding of high-quality inclusive practice and the contribution of SEND leadership to whole-school improvement.
- Strong awareness of safeguarding responsibilities and the SENDCo's role in supporting vulnerable and high-risk students.

### Personal Traits - The Successful Candidate will be:

- Deeply committed to equity, inclusion and social justice, demonstrating optimistic, values-driven behaviour and a firm belief in the transformational power of education in young people's lives.
- Able to build and sustain strong, respectful relationships founded on trust and mutual respect with pupils, staff, parents and the wider school community.
- A compassionate, ethical and reflective leader who acts with integrity, transparency and fairness, fostering an open, collaborative and equitable school culture.
- Fully committed to valuing, supporting and developing staff, nurturing a positive and high-performing team culture that enables excellent SEND provision and contributes to whole-school improvement.
- An inspiring and influential practitioner, confident to lead change, manage challenge constructively and engage in difficult conversations with professionalism, sensitivity and clarity.
- Respectful of diversity and difference, actively promoting equality, British values and safeguarding, and ensuring personal beliefs are never expressed in ways that compromise professional responsibility or pupil vulnerability.

## Person Specification

### Health & Safety Functions

This section is to make you aware of any health and safety related functions you may be expected to either perform or to which you may be exposed in relation to the post you are applying for. This information will help you, if successful in your application, to identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

Using display screen equipment	X
Working with children/vulnerable adults	X
Moving & handling operations	
Occupational Driving	
Lone Working	
Working at height	
Shift / night work	
Working with hazardous substances	
Using power tools	
Exposure to noise and /or vibration	
Food handling	
Exposure to blood /body fluids	

# How to Apply

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Please send your application, outlining your suitability for the role against the SENDCo person specification and job description, by email to [aquinas.recruitment@aquinatrust.org](mailto:aquinas.recruitment@aquinatrust.org).

Closing date for applications: **Friday 22<sup>nd</sup> May 2026 midday**

**Interviews will be held on Friday 8<sup>th</sup> June 2026**

Alternatively, submit your application to the HR Officer, Aquinas, Magpie Hall Lane, Bromley, BR2 8HZ.

Visits to the school are welcomed. For further information about the role or to arrange a visit please contact [aquinas.recruitment@aquinatrust.org](mailto:aquinas.recruitment@aquinatrust.org).

Shortlisted candidates will be asked to bring appropriate identification with them to interview.

For the purpose of DBS clearance, only copies of the successful applicant's identification will be retained.

All candidates should provide two references.

Permission should be sought prior to including any referee on your application form. Shortlisted candidates may have their references taken-up before any interview – unless explicitly requested in their application.



We reserve the right to interview and appoint at any stage during the recruitment process.

# Benefits of Working with Aquinas



A critical part of our People Strategy is to ensure we welcome and retain our valued employees and ensure that they are supported both at home and at work.

Aquinas is also committed to staff professional development - The Aquinas Flourishing People: Continued Professional Learning and Development (CPLD) cycle involves Self Evaluation, Development Goal Setting and Termly Check-ins. Alongside this, staff have the opportunity to 'Research, Train and have a go'.

Here are some of the benefits we offer:



## Cycle to Work Scheme

- Save up on the price of a new bike and save money and stay fit.

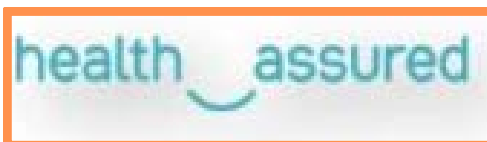
## Blue Light Card

Blue Light Card now welcomes teachers and support staff to its list of eligible services. For just £4.99, members of the Blue Light community can register for 2-years access to thousands of amazing discounts online and on the high street.



## Looking After Your Wellbeing

Provided by Health Assured, our 'Employee Assistance Programme' is intended to help colleagues deal with personal problems that might adversely impact work performance, health and wellbeing. Typically support may include assessment, counselling and referral for individuals or their family.





Thank you for your interest in becoming a SENDCo in our school.

## **Contact Details**

Rye College  
The Grove  
Rye  
East Sussex TN31 7ND  
United Kingdom  
Telephone: 01797 222 545

[www.ryecollege.co.uk](http://www.ryecollege.co.uk)

[aquinas.recruitment@aquinatrust.org](mailto:aquinas.recruitment@aquinatrust.org)

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