Balshaw's
Church of England High School

ASSISTANT SENDCO – non-teaching
(Grade 6 £29,071-£33,119 pro-rata)

Required from January 2027

Closing Date: 12 noon on Thursday 26th November

Completed application form to be emailed to:
applications@balshaws.org.uk

Shortlisting: Friday 27th November
Interviews: Thursday 3rd December

Balshaw's Church of England High School, Church Road, Leyland, Lancashire, PR25 3AH
Tel: 01772 421009, Email: enquiries@balshaws.org.uk
Website: www.balshaws.org.uk, Twitter: @Balshawscehigh

Ofsted Good Provider
Excellent School
Lancashire School of Sanctuary

Assistant Special Educational Needs and Disabilities Co-ordinator

(Non-teaching role)

Full time – term time only

Hours: The position is for a 37-hour working week. While core hours of 8.15am - 4.15pm apply, daily finishing times require flexibility to accommodate scheduled after-school meetings with parents.

Grade: 6 (£29,071-£33,119 pro rata)

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The Role and the SEND Department:

At Balshaw's our approach to Inclusion and Inclusivity is at the heart of all that we do. This comes from our distinctively Christian values, our status as a School of Sanctuary and from our commitment to educate all students to reach their God-given potential.

Anyone working in education knows that there has been a huge growth in Special Needs and the number of students who have EHCPs or other diagnosed SEN. At Balshaw's we have an incredibly strong SEND department led by an experienced SENDCO who is also an AHT. She is supported in her role by a SEND administrative assistant and a large team of highly experienced, committed and long-standing Teaching Assistants.

Outcomes and attendance for SEND students at Balshaw's are stronger than national and we are closing the gap in performance of SEND and non-SEND. This year SEND students have outperformed non-SEND students.

Success isn't easily won and we are constantly seeking ways to perform better. The demands placed upon SENDCOs are greater all the time and inclusion is the golden thread that runs through successful schools.

For this reason, Balshaw's seeks an enthusiastic and well-organised individual who is passionate about making a difference to young people who understands the constraints with the SEND system and who has experience of working with SEND students or in education to be Assistant to our SENCO. Ideally you may be a member of NASEND, hold an NPQ-SEND or have experience as a specialist teacher.

In this role, you will work closely alongside the SENDCO, providing day-to-day support to help ensure the effective operation of the SEND department and the best possible outcomes for students with additional needs. This is a varied and rewarding role that combines direct work with students and families, coordination of SEND provision and support for the wider running of the department.

A significant part of the role will involve building positive relationships with students, parents and carers. You will lead and organise Individual Learning Plan (ILP) review meetings for students on the Additional Needs Register, attend meetings with families, support transition arrangements for vulnerable Year 6 pupils joining the school, and contribute to meetings for students whose needs are emerging or who may require additional assessment and support.

Working under the direction of the SENDCO, you will assist with the oversight of provision for students on SEND Support, helping to monitor progress, coordinate interventions and ensure that support remains effective and responsive to need. You will play a key role in the creation and review of Pupil Passports, ensuring that staff have access to accurate and up-to-date information to support students effectively in the classroom.

The successful candidate will help coordinate and monitor interventions across the school, working closely with the Teaching Assistant team to ensure that support is delivered consistently and that its impact is measured. You will also deliver targeted interventions directly to students where appropriate, support the coordination and oversight of access arrangements, ensuring that approved arrangements are implemented effectively and records remain up to date, and support the development of inclusive practice across the school.

You will liaise regularly with external agencies and professionals, assist with referrals and information gathering, support annual review processes and contribute to the smooth running of the department's administrative and operational systems. As part of the wider SEND team, you will also support the work of our SEND Regulation Room and Pastoral Pathways Provision and help ensure that students receive the right support at the right time.

This role has been created in recognition of the growing demands on SEND provision nationally and the importance that Balshaw's places on inclusion. The Assistant SENDCO will work as a key member of our SEND team, supporting students, families and staff while enabling the SENDCO to focus on statutory duties, strategic development and whole-school inclusion.

The closing date is **12.00 noon on Thursday 26th November.**

Professional Development:

Staff at Balshaw's have an hour per week of dedicated Professional Development time which takes place on a Thursday evening. Balshaw's is also a member of a number of local Teaching Alliance networks and staff both deliver training and are able to take part in training across these networks.

All staff are provided with laptop computers, have a dedicated staffroom, staff silent working room, CPD library, Staff Health and Wellbeing Resource Library and various kitchen areas and departmental offices. Staff also benefit from the use of a fully equipped fitness suite as well as 24/7 support for all their wellbeing needs through our Education Support Programme that supports all elements of your personal needs from elder care advice to the provision of a range of counselling services.

About Balshaw's

Balshaw's enjoys the privilege of being one of the most successful schools in the county and the most over-subscribed school in South Ribble. We believe that this is deservedly so.

As a school rooted firmly in the Christian ethos, each student in our care matters deeply to us. However, as an authority controlled school we do not operate any entry criteria and the school is available to students of all abilities, interests and aptitudes. Nevertheless, in following the school motto: (*non sibi sed aliis*) 'not for self, but for others' we aim to create students whose actions reflect the love of Christ as we develop them into full and well-rounded young adults ready to make valuable contributions to our society.

Balshaw's has a proud history of academic excellence for students dating back to 1782. The school adds significant value to its students from their starting points in Year 7 to the time when they leave in Year 11. Many will go on to study at Runshaw College, which was originally the Sixth Form of Balshaw's, and others will take up apprenticeships or employment.

Equally important to us is the richness of opportunity available to students at Balshaw's. Set in 21 acres of beautiful land, Balshaw's staff provide extra-curricular opportunities that other schools could only hope for. The huge range of clubs and activities have taken many of our students on to careers in sport and media with a number of well-known alumni.

Those who come to teach and work at Balshaw's will have fantastic opportunities to progress their careers and gain a wealth of experience. That said, Balshaw's also enjoys an incredibly stable workforce and when you hear the phrase 'Once a Balshavian, always a Balshavian' you will realise it to be a truth. The school is only on its 14th headteacher in its 244-year history!

Balshaw's is more than a school – it is a family. This post offers you the opportunity to become part of the Balshaws' family where you will be able to make a difference to the lives of the young people who are our future.

SUMMARY

It is said at Balshaw's that "Once a Balshavian, always a Balshavian." This is very true – a number of staff are previously students of the school and there is a very small turnover of staff either through retirement or promotion. We hope that when you visit our school you will get a strong sense of the Christian family values that underpin what we do.

Lighting the path to excellence through Christian vision and values.

Gospel values of love, forgiveness, friendship, kindness, truth, patience, respect and humility are the foundation for decisions made in the Balshaw's family. Our aim: to develop students all faiths and world views, who reflect Christ's love within our community and wider society.

OFSTED (2023)

- Students are proud to attend their school.
- Leaders are ambitious for all pupils, including those with special educational needs.
- Teachers have high standards for students' academic achievement and their behaviour.
- The atmosphere around school is calm and respectful.
- Pupils benefit from the opportunities for their wider development.
- Pupils behave well around the school and in lessons.
- Safeguarding is effective.

SIAMS (2019)

- 'Religious Education is both inspirational and challenging.'
- 'Strongly held values infuse the school community.'
- 'Collective worship is exemplary.'
- 'The senior leadership team provide inspirational and caring leadership.'
- 'The quality and range of their [pupils'] theological thinking is impressive.

JOB DESCRIPTION

Post title: Assistant SENDCO

Core Purpose:

The post-holder will:

- support the SENDCO in the effective day-to-day operation of the SEND department, ensuring that students with additional and special educational needs receive appropriate support and intervention.
- work closely with students, families, staff and external agencies, helping to coordinate provision, maintain accurate SEND records and contribute to positive outcomes for students.
- support the SENDCO in delivering high-quality SEND provision across the school, enabling the SENDCO to focus on strategic development, statutory responsibilities and whole-school inclusion.
- contribute to the vision for, and development and realisation of, whole school planning for SEND Provision and the aims and ethos of the school

Role Description

The post-holder will:

SEND Provision and Administration

- Support the SENDCO in the day-to-day operation of the SEND department and the effective implementation of SEND provision.
- Assist the SENDCO with the completion of statutory and legal documentation relating to SEND, including EHCPs, annual reviews and referrals.
- Support the SENDCO in monitoring provision, progress and outcomes for students on the SEND Register.
- Coordinate the implementation and review of support for students receiving SEND Support.
- Support the Assess, Plan, Do, Review process, including the mapping of provision and accurate recording of intervention outcomes.
- Collate, prepare and maintain documentation relating to assessments, EHCPs, annual reviews and referrals to external agencies.
- Ensure SEND records are accurate, up-to-date and compliant with statutory requirements.
- Compile, maintain and review SEND Pupil Passports, ensuring that information is current, accessible and meaningful for staff.
- Create, maintain and quality assure the school's Provision Map, monitoring the impact of provision and interventions.
- Assist with the school's PAN referral systems and associated processes.
- Deputise for the SENDCO, where appropriate, at meetings and when liaising with external professionals.

Students and Families

- Organise and conduct Individual Learning Plan (ILP) review meetings for students on the Additional Needs Register.
- Meet regularly with students, parents and carers to review support, celebrate progress and identify emerging needs.

- Act as a key point of contact for parents and carers of students receiving SEND Support.
- Support students who may require SEND assessment, additional provision or referral to outside agencies.
- Assist with transition arrangements for Year 6 pupils and in-year admissions with additional needs, ensuring a smooth transition into school.
- Support students accessing the SEND Pathways Provision.
- Establish and maintain positive and constructive relationships with students, families, colleagues and external professionals.

Interventions and Support

- Coordinate intervention programmes across the school under the direction of the SENDCO.
- Use assessment data and other relevant information to identify students requiring intervention and support.
- Monitor the engagement, progress and impact of interventions, ensuring evidence-based evaluation of outcomes.
- Deliver targeted interventions where appropriate.
- Support and oversee Teaching Assistants in the delivery of interventions and provision.
- Support the SENDCO and Examinations Officer in the coordination and oversight of access arrangements, including maintaining records, gathering and collating evidence, ensuring approved arrangements are implemented consistently, and acting as a key point of liaison between students, staff and relevant professionals.
- Line manage Teaching Assistant Level 2 staff.
- Support the learning and inclusion of pupils as directed by the SENDCO.
- Organise and manage appropriate learning environments and resources to support pupils' access to learning.

Partnership Working and External Agencies

- Liaise with external agencies and specialist services to secure appropriate support for students.
- Make referrals to outreach services and specialist professionals, including Educational Psychology, Occupational Therapy, Speech and Language Therapy and CAMHS, ensuring effective follow-up communication.
- Coordinate the gathering of evidence and supporting documentation required for referrals and assessments.
- Work collaboratively with curriculum leaders, pastoral teams and other school staff to ensure strategies and reasonable adjustments are implemented consistently.
- Support the SENDCO with wider departmental priorities, projects and developments relating to inclusion and SEND provision.

GENERAL

This job description only contains the main accountabilities of the post and does not describe in detail all the tasks required to carry them out. All staff are expected to be flexible to ensure the optimum means of organising and effecting learning. Given the changing nature of the school and the demands upon it, changes of task are a normal part of the post and will not constitute a change to the general job description.

The above form sets out the area of work in which duties will generally be focused, and gives an example of the type of duties that the postholder could be asked to carry out. PLEASE NOTE that this is for guidance only. Postholders are expected to be flexible and to operate in different areas of work/carry out different duties as required.

PERSON SPECIFICATION

Job title: Assistant SENDCO	**Essential (E) or Desirable (D)**
Requirements (based on the job description)	
Qualifications, Education and Training	
Recognised and relevant NVQ Level 3 qualification or equivalent	E
Secondary Education up to level 3 including GCSE Maths and English minimum Grade C/4 or equivalent qualification	E
HLTA status / NPQ-SEND / NASEND / NASENCO	D
Experience	
Knowledge of the SEND Code of Practice (2015) and the Equality Act (2010)	E
Relevant experience of special needs and supporting pupils	E
Managing and dealing with confidential data / issues appropriately	E
Experience of conducting relevant assessments to determine SEN needs	D
Team Management / Staff Development responsibility	E
Experience/evidence of working with external agencies (including referrals)	D
Experience of planning, delivering and measuring the impact of interventions	E
Experience of working with a range of pupils with Special Educational Needs across key stages and transition	E
Experience of applying for Education Health Care Plans (EHCP)	D
Knowledge, skills and abilities	
Ability to communicate effectively, orally and in writing to a range of audiences e.g. staff, pupils, governors and parents	E
Excellent literacy, numeracy and IT skills including using SIMS, Microsoft packages and software within a school	E

Excellent personal organisational and time management skills	E
Ability to supervise and assist pupils	E
Knowledge of classroom roles and responsibilities	E
Knowledge of the concept of confidentiality	E
Knowledge of administrative skills especially in a school setting	D
Knowledge of Key Stages 3 and Key Stage 4 Curriculum	D
Ability to make effective use of ICT	E
Ability to assess children's development	E
Ability to organise, lead and motivate a team	E
Flexible attitude to work	E
Other (including special requirements)	
Willingness to undertake training relevant to the post.	E
Commitment to safeguarding and protecting the welfare of children and young people	E

Equal opportunities
We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety
All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

Safeguarding Commitment
We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

Customer Focus
We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

Skills Pledge
We are committed to developing the skills of our workforce. All employees will be supported to work towards a level 2 qualification in literacy and /or numeracy if they do not have one already.

APPLICATION

All applications should be on the Lancashire County Council application form and can be obtained from the school website www.balshaws.org.uk. **Completed forms should also be accompanied by a letter of application which should be no more than two sides of A4.** In the letter you should indicate the reasons for your interest in the post, together with a brief outline of how your previous training and/or experience has prepared you for this position.

Applications should be marked for the attention of Mr S Haycocks, Headteacher and emailed to applications@balshaws.org.uk by **12 noon on Thursday 26th November. Please ensure you quote the vacancy applied for in the subject line.** Applications sent to other email addresses will not be accepted.

Due to limited resources it is not our policy to write to the unsuccessful candidates so please assume your application has been unsuccessful if you do not hear from us within two weeks of the closing date.

Thank you for your interest.