

SENDCo

Information for Applicants



Birchwood
Community High School

Birchwood Community High School
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Letter from the headteacher



April 2026

Dear applicant,

I am delighted that you are looking to apply for a job here at Birchwood Community High School. I feel very lucky to be the headteacher at this vibrant school. BCHS is an amazing place to work, with a unique sense of spirit and community – it is warm and welcoming, people-focused and totally dedicated to the community that we serve.

Our staff are passionate about education and believe that all young people should be inspired to be the very best that they can be. Our vision and values articulate the things that we put importance on and also encapsulate the school's spirit: we are a team. The staff know this, our parents/carers know this and, most importantly, our students know this. Our vision at BCHS is to have students who understand the power of aspiration, knowledge and kindness.

We believe in the power of knowledge and the importance of a challenging, word-rich curriculum for all. That said, we are not all about the academic, we actively teach social responsibility and direct students in acts of kindness within the school setting but also in our wider community. We view it as our duty to ensure they leave us with high aspirations, secure knowledge and a kind heart.

We pride ourselves on the core ethos of our school being underpinned by the strongest foundations of discipline, respect, tolerance and compassion – we ensure our students are equipped with a strong moral compass. We offer a very strong extra-curricular programme with every member of staff offering a provision, it is an aspect of our school community that we are very proud of, and rightly so.

We know that our students are excellent people, and they thrive in a culture of achievement and success; we have high expectations, encouraging them to be aspirational in their learning and to enjoy all aspects of school life. Academic standards at BCHS are good for all students irrespective of their starting point. However, we know that we are all capable of even more. We continue to strive to improve levels of student achievement and move towards being recognised as outstanding in all areas.

Our website and this application summary can only give you a flavour of who we are, but I hope that it will inspire you to apply for the SENDCo vacancy. If you have any questions or need any further information about this fantastic opportunity, please do not hesitate to contact us on joinus@birchwoodhigh.org

Vacancy details:

Salary Scale

Teachers Pay Scale plus TLR1b

Start Date:

1st September 2026

Contract

Permanent

Method of Application

The preferred method of application is electronically via email. All applications must be made using the school's

application form. Applications will be shortlisted for interview and the HR Manager will contact those selected regarding the time and venue. Applicants who have not been contacted within two weeks of the closing date can assume that on this occasion their application was unsuccessful.

Closing Date

Applications received after the closing time of 9am on Tuesday 28th April 2026 will not be considered.

Interview Dates

Thursday 30th April 2026.

Safeguarding

All staff who teach, train or work regularly with children aged up to 18 and vulnerable adults are required to comply fully with legislation and Birchwood Community High School policies and practices to ensure learners are safeguarded and protected. The school is committed to safeguarding and promoting the welfare of children. (Rehabilitation of Offenders Act 1974).

Please feel welcome to come and have a visit before applying, but be assured that whether you visit or not, it will not affect the short-listing process. If you would like to have a look round, please email our HR Manager, Tina Wiegand (twiegand@birchwoodhigh.org) to arrange.

Thank you for considering our truly amazing school as the next chapter in your career, and hopefully I will be reading your application soon.

Yours sincerely,



Emma Mills
Headteacher



**‘There is a ‘buzz’
of energy in
classes, reflecting
pupil’s positive
attitudes to their**



Our Vision

Team Birchwood believes in the power of aspiration, knowledge and kindness. We know that we achieve our best when we work together.

Our Ethos

High aspirations, high expectations and high achievement rely upon a positive working environment based upon respect. For us, respect means consistent positive regard for everyone in our learning community. A strong moral purpose enables students in our school to grow into independent, responsible young adults who can access a happy and healthy future.

At Birchwood we strive to ensure that every lesson counts, for every child, every day. We expect teachers to deliver engaging lessons that ensure students acquire powerful knowledge and develop both essential and desirable skills. For this to happen, behaviour must enable every teacher to teach and every child to learn. We expect students to come ready each day to challenge themselves to be the very best they can be. We have a wide variety of extra-curricular activities to help children develop all their skills and talents and there are many opportunities to develop their leadership skills throughout their school life.

Our Mission

We are 100% committed to our students. We seek to sustain a community that is rooted in respect and the belief that every student can succeed. We endeavour to equip our young people with the qualities, qualifications and values that will enable them to lead fulfilling lives and become responsible citizens. We want the children in our care to leave us with high aspirations, secure knowledge and a kind heart.

We maintain high standards of ethics and behaviour; one of the ways this is by embracing the British Values: democracy; the rule of law; individual liberty and mutual respect; and tolerance of those with different faiths and beliefs.

Our Aims

We wish for our students to be:

- safe, happy and cared for in a secure and supportive environment.
- supported and challenged to do their best through excellent teaching, a broad and balanced curriculum and a wide variety of experiences.
- recognised, celebrated and rewarded for all their achievements that they develop confidence and independence.
- developed emotionally, intellectually and morally so that they are able to be successful in the rapidly changing, multicultural society in which we live.
- successful, whether through academic qualifications or a more vocational route, so they can move on to the next stage in their life.



School Profile

- We joined One Community Multi Academy Trust on 1 September 2023
- The school is of an average size with 900 currently on roll.
- The most recent OFSTED inspection (December 2024) judged the school to be Good in all areas.
- The percentage of students on the Pupil Premium register is 39.1%, which is above the national average.
- The proportion of students with SEND (EHP) is above the national average.
- Most students are of white British heritage.
- Students arrive at the school with outcomes broadly in line with national averages.

JOB DESCRIPTION

Job title	SENDCo
Reporting to	Assistant Headteacher
Job Purpose	<p>The SENDCo, under the direction of the headteacher, will:</p> <ul style="list-style-type: none"> ➤ Determine the strategic development of special educational needs (SEND) policy and provision in the school ➤ Be responsible for day-to-day operation of the SEND 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 carers, and other agencies <p>The SENDCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD. While the SENDCo will have responsibility for the oversight of provision for pupils with SEN or disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.</p>
Key Tasks and Accountabilities	<p>Strategic development of SEND policy and provision</p> <ul style="list-style-type: none"> • 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 • Make sure the SEND 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 in a more effective way <p>Operation of the SEND policy and co-ordination of provision</p> <ul style="list-style-type: none"> • Maintain an accurate SEND register and provision maps • Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEND support • Advise colleagues on applying differentiated and adaptive teaching strategies tailored for individual pupils with SEND • 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 other schools, educational psychologists, health and social care professionals and any other external agencies required • 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 <p>Support for pupils with SEN or a disability</p> <ul style="list-style-type: none"> • Identify a pupil's SEND

- 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 (EHC) plan with parents/carers and the pupil
- Communicate regularly with parents/carers
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to that school, 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 Children in Care (CIC), where a child in care has SEN or a disability

Leadership and management

- Work alongside the headteacher 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 SIP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET training for staff
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND 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
- Lead and oversee the use of the Inclusion room by SEND students

Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEND
- Remain alert to the fact that pupils with SEND may be more vulnerable to safeguarding challenges

Relationship with Parents and the Wider Community

- Establish excellent and effective communication with parents.
- Help develop links with the local community to extend and enhance the work of the department.

The SENDCo will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENDCo will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

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All employees have the responsibility to:

- Ensure any documentation produced is to a high standard
- Be aware and comply with policies, protocols and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- Participate in training and other learning activities as required
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- To promote the area of responsibility within the academy and beyond
- To represent the academy at events as appropriate
- To support and promote the academy ethos
- To undertake any other duties and responsibilities as required that are covered by the general scope of the post.

REVIEW ARRANGEMENTS

The details contained in this job description reflect the content of the job at the date it was prepared. However, it is inevitable that over time, the nature of the jobs may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the Headteacher will expect to revise this job description from time to time and will consult with the post holder at the appropriate time.

Person specification

JOB TITLE	GRADE
SENCO	Teachers Pay Scale plus TLR1b

NOTE TO APPLICANTS: Whilst all points on the specification are important, those marked 'E' are the key requirements. You should pay particular attention to these points and provide evidence of meeting them. Failure to do so may mean that you will not be invited to interview.

	Necessary requirements	
Qualifications and training	QTS	E
	National professional qualification (NPQ) for SENCOs, or a willingness to complete it within 3 years of appointment	E
	Degree	E
	Access arrangements assessor qualification	D
Experience	Teaching experience	E
	Experience of working at a whole-school level	E
	Experience of working with children with a range of SEND	E
	Involvement in self-evaluation and development planning	E
	Experience of conducting training/leading INSET	E
	Line management of Teaching Assistants	D
Skills and Knowledge	Sound knowledge of the SEND Code of Practice	E
	Understanding of what makes 'quality first' teaching, and of effective intervention strategies	E
	Ability to plan and evaluate interventions	E
	Data analysis skills and the ability to use data to inform provision planning	E
	Effective communication and interpersonal skills	E
	Ability to build effective working relationships	E
	Ability to influence and negotiate	E
Good record-keeping skills	E	
Personal qualities	Commitment to getting the best outcome for pupils and promoting the ethos and values of the school	E
	Commitment to equal opportunities and securing good outcomes for pupil with SEN or a disability	E
	Ability to work under pressure and prioritise effectively	E
	Commitment to maintaining confidentiality at all times	E
	Commitment to safeguarding and equality	E



