



UNIVERSITY OF
WINCHESTER
ACADEMY TRUST

Trust SENDCo based at Stoneham Park but to work within the Trust Inclusion Team

(0.4) permanent

Closing date: 30/11/2025 at 12:00 (however we advise early applications as we will interview earlier if suitable applications are received)

Job Start Date: 01/01/2026 (or sooner if available)

Salary Type: Main Pay Range / UPR plus SEND/TLR

Hours of Work: 0.4 (job share available)

Contact e-mail address: hr@uwinat.co.uk

The Trustees of The University of Winchester Academy Trust (UWinAT) are seeking to appoint a qualified and experienced Primary SENDCo to join our growing Trust of schools. We are currently a Trust of six schools in the Romsey, Eastleigh, Southampton and Winchester areas.

We have currently six primary schools in our MAT and another 2 due to join on 1st November. We have a range of infant, junior & full primary schools of varying sizes and two new primary academies (currently Years R-5 but growing year on year). With the numbers on roll increasing and also the growing level of need, this is a superb opportunity for someone to join our existing team at a time of exciting development.

We are looking for someone who can hit the ground running and is keen to become part of a dynamic team of SENDCos who oversee the work of Speech & Language & Occupational Therapists, Family Wellbeing Coordinators, ELSAs and SEN Assistants. The Trust is fully committed to providing high quality SEND services and support so that an excellent provision is available for our pupils.

This is a part time SENDCo opportunity with no teaching responsibilities. Your primary responsibilities as SENDCo will be to work alongside and in collaboration with our two existing SENDCos in inclusive, diverse and nurturing academies. We are looking for candidates with a track record of success in schools with high levels of SEND need and disadvantaged areas.

As part of the role, you will be expected to improve the provision and outcomes for SEND pupils, complete statutory processes and paperwork, work closely with external agencies, parents and families to support our growing number of pupils with SEND.

The Role:

- Fully qualified (NASENCO) & experienced Primary SENDCo
- Part-time, non-class-based with an option to extend this as our schools grow
- Applicants MUST be a qualified teacher – UK QTS also required
- Have a minimum of 2 years' experience – ideally within an inclusive setting/s

- Sound knowledge of the SEND code of practice
- Commitment to getting the very best outcomes for pupils
- Comprehensive understanding of children with additional needs, child development and safeguarding
- Ability to plan & evaluate interventions
- Excellent organisational and interpersonal skills
- Flexible and adaptable to work across a Trust of schools and be a car driver
- A willingness to research and try new approaches and evaluate outcomes
- Opportunities to further your own CPD through direct links with Winchester University

Application Procedure

Applications should be on University of Winchester Academy Trust application form and individual CV's will not be accepted. If you currently work in a school, please ensure one of your references is from your current Headteacher. Application forms and further information about the school can be found on the University of Winchester Academy Trust website:

<https://www.uwinat.ac.uk/Information/Trust-vacancies/>

For an informal conversation about the post or to arrange to meet or have a conversation with our CEO and or members of the SEND Team, please contact the Trust office by email at hr@uwinat.co.uk.

Please submit your application as soon as possible as we may invite candidates to interview before the closing date. Closing Date: 30th November 2025. Completed application forms should be returned by the closing date to Nic Wells, CEO via email at the above address.

Disclaimer: due to the high volume of applications we receive, we reserve the right to close a vacancy earlier than the advertised date if we receive applications that meet the criteria. Once a vacancy has closed, we are unable to consider further applications, so please submit your application as soon as possible to avoid disappointment.

Artificial Intelligence (AI) tools

We currently do not use AI tools in our recruitment processes; however, we understand that you may choose to use AI tools to help you with your application.

If you do, please remember:

- AI-generated answers can often be generic and impersonal, which may not accurately reflect your qualifications, skills, and experiences
- AI-generated applications may lack the personal touch that human-written applications have, this may make you seem less engaged or interested
- Ensure the information provided genuinely represents your own voice and experience
- You must not provide false or misleading information
- If you rely too heavily on AI you might not develop the necessary skills to communicate your experiences and qualifications effectively in interviews or other stages of the hiring process. This may

make you come across to the interviewer as a different person to the one that wrote the application form, and you may not be successful in the interview.

Safer Recruitment Statement

The University of Winchester Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. Candidates that are shortlisted will be subject to an online check. All successful candidates will be subject to an Enhanced Disclosure and Barring Service check (DBS) along with other relevant employment checks, including Children's Barred List. Prior to interview, an online search will be carried out on information that is publicly available as part of our due diligence on shortlisted candidates.

Job description: special educational needs co-ordinator (SENCO)

The University of Winchester Academy Trust is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Job title: Special educational needs co-ordinator (SENCO)

Salary: Main Pay Range / UPR plus SEND/TLR

Hours: 0.4FTE 2 days per week (days negotiable)

Contract type: Part-time, permanent

Reporting to: CEO of University of Winchester Trust

Responsible for: Family Wellbeing Coordinator/ELSA/SEN Assistants

Main purpose

The SENCO, under the direction of the headteacher/CEO, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school and across the Trust
- Be responsible for 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 as part of the Trust inclusion team and with staff, parents and carers, and other agencies

The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

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 & Trust, 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 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
- Continually look for ways to develop stronger practice across our family of schools

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 (EHC) plan with parents or carers and the pupil
- Communicate regularly with parents/carers
- Ensure 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 looked-after children (LAC), where a looked-after pupil has SEN or a disability

Leadership and management

- Work with the headteacher, CEO, other members of the inclusion team 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 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 & manage the Family Wellbeing Coordinator
- Review staff performance on an ongoing basis

Safeguarding

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

Other areas of responsibility

- Work with the other members of the UWINAT inclusion team to develop a strategic approach to managing SEND across our group of schools.

The SENCO 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 SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or CEO.

Person specification

CRITERIA	QUALITIES
Qualifications and training	• Qualified teacher status [note: this is a requirement under the SEND Code of Practice] • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment [note: this is a requirement under the SEND Code of Practice] • Degree • Specialist training in autism/PDA/SEMH needs would be an advantage
Experience	• Teaching experience – minimum of 2 years • Experience of working at a whole-school level • Experience of working with children with a range of SEN • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Experience in supporting children with SEMH/ASC/PDA profiles is desirable • Experience of line managing staff
Skills and knowledge	• Sound knowledge of the SEND Code of Practice • Understanding of what makes 'quality first' teaching, and of effective intervention strategies • Ability to plan and evaluate interventions • Data analysis skills and the ability to use data to inform provision planning • Effective communication and interpersonal skills • Ability to build effective working relationships • Ability to influence and negotiate • Good record-keeping skills • Knowledge of how to support children with SEMH/ASC needs would be an advantage
Personal qualities	• Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school and across the Trust. • Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Commitment to working collaboratively across the Trust.

Notes:

This job description may be amended at any time in consultation with the postholder.

If you don't have all of the experience listed above, but are interested in applying, contact hr@uwinat.co.uk