



Fareham
Academy

Applicant Pack SENDCo

MPS/UPS + 1A

Start date: 01 January 2027

Fareham Academy
www.fareham-academy.co.uk/vacancies

For an informal discussion about this post, more information or to arrange a visit, please contact the Academy on 01329 318003 or by email on g.payne@fareham-academy.co.uk

Closing Date: 15 October 2026 (09:00)

Letter from Headteacher

Dear Applicant

Thank you for considering joining Fareham Academy. We are a caring and forward-thinking school where academic achievement sits alongside the personal development of every child. Our motto, “Unlocking Potential – Creating Opportunity,” together with our values of Resilience, Aspirations, and Kindness, reflects the ambition we hold for all our students.

Our staff are deeply committed to providing the highest quality education, and we are equally committed to supporting their professional growth. We prioritise development at every stage of a career, ensuring colleagues have the opportunities, training, and guidance they need to progress.

Many of our staff have moved into leadership roles within Fareham Academy and the wider education community, highlighting the strength of our culture and the talent within our team.

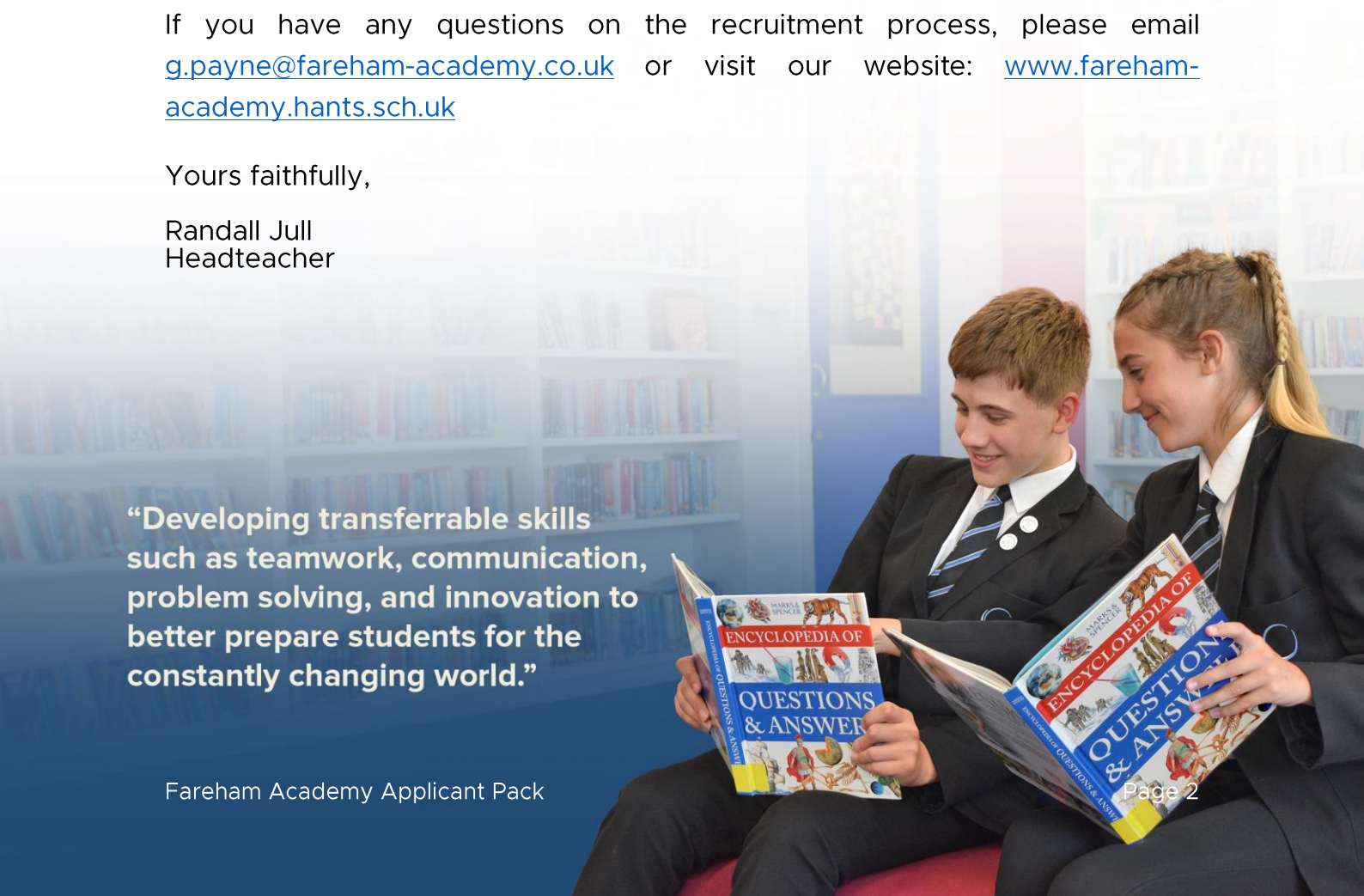
We are now seeking the right person to contribute to our school and be part of the exciting journey ahead. I wish you every success with your application.

If you have any questions on the recruitment process, please email g.payne@fareham-academy.co.uk or visit our website: www.fareham-academy.hants.sch.uk

Yours faithfully,

Randall Jull
Headteacher

“Developing transferrable skills such as teamwork, communication, problem solving, and innovation to better prepare students for the constantly changing world.”



SENDCo

Due to the continued development of our SEND provision, Fareham Academy is seeking to appoint an enthusiastic, committed, and highly effective SENDCo to join our dedicated team. This role has been created to add further capacity to our SEND provision and ensure that all students receive the support, challenge, and opportunities they need to succeed.

The successful candidate will work closely with the Senior Leadership Team, pastoral staff, teaching colleagues, external agencies, students, and families to further develop our inclusive approach and ensure that students with SEND achieve their full potential.

We are looking for someone who:

- Is a qualified teacher with the National Award for SEN Coordination.
- Has a strong understanding of the SEND Code of Practice and current legislation.
- Has experience of supporting students with a range of additional needs.
- Is passionate about inclusion and improving outcomes for all learners.
- Is an excellent communicator who can build effective relationships with students, parents, staff, and external professionals.
- Can contribute strategically to the continued development of SEND provision across the Academy.

Your Opportunity

The SEND Department at Fareham Academy is a well-established and supportive team that is committed to ensuring every student can access a high-quality education and achieve their individual potential. We work closely with teaching staff, pastoral teams, families, and external agencies to provide a nurturing and inclusive environment where students with additional needs are supported to thrive academically, socially, and emotionally.

Our provision supports students with a wide range of needs, including cognition and learning, communication and interaction, social, emotional and mental health needs, and sensory and physical difficulties. Through effective identification, targeted interventions, and high-quality classroom practice, we strive to remove barriers to learning and promote independence and resilience.

The department benefits from a dedicated team of experienced staff who are passionate about inclusion and committed to securing the best possible outcomes for students. As part of our ongoing commitment to strengthening and enhancing our provision, we are seeking to increase capacity within the department through the appointment of an additional SENDCo.

This is an exciting opportunity to join a forward-thinking Academy that places inclusion at the heart of its vision and is committed to ensuring that every student is known, supported, and inspired to succeed.

In return we will offer you:

- A professional, hardworking and supportive team of staff with the capability and desire to raise student achievement
- Enthusiastic students who are willing to learn and are proud of their learning environment
- A caring and supportive working environment within a vibrant school community
- Flu Jabs
- A CPD programme suited to staff requirements
- Access to professional healthcare benefits through Benenden

This is an exciting opportunity to make a real difference in a collaborative and forward-thinking school.

“A place where staff cultivate a desire for learning and self-improvement.”



Post Details		Schedule 6				
Job Title:	SENDCo					
Salary:	MPS/UPR + 1a (fully qualified)					
Responsible to:	Senior Leader responsibilities for SEN					
Responsible for:	Assistant SENDCo, Lead Learning Support Assistants & Learning Support Assistants, Admin Assistant					
Main Purpose The SENDCo, under the direction of the headteacher, will: - Determine the strategic development of special educational needs (SEN) policy and provision in the school - 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 with staff, parents and other agencies - The SENDCo will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD Fareham Academy 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.						
<i>This job purpose reflects the core activities of the post. As the School and the post-holder develop, there will inevitably be some changes to the duties for which the post is responsible, and possibly to the emphasis of the post itself. The School expects that the post-holder will recognise this and will adopt a flexible approach to work. This could include undertaking relevant training where necessary. Should significant changes to the job purpose become necessary, the post-holder will be consulted and the changes reflected in a revised job purpose.</i>						
Qualifications		Essential / Desirable	A	I	L	R
Degree in Teaching		E	*		*	
PGCE or equivalent teaching qualification		E	*		*	
Professional Knowledge and Understanding		Essential / Desirable	A	I	L	R
A minimum of three years' experience in a teaching/learning/child support working environment, with a proven track record of improving results.		D	*			*
National Award for SEN Coordination		E		*		*
Experience of supporting students with a range of SEND needs.		E		*		*
Strong knowledge of the SEND Code of Practice and relevant legislation.		E		*		*
Effective classroom manager		E		*		*

Ability to demonstrate understanding of complex problems and apply in depth knowledge to address them	E		*		*
Ability to create effective relationships with a variety of different people	E			*	
Experience	Essential / Desirable	A	I	L	R
Excellent experience and knowledge of IT support learning	E	*	*	*	*
Excellent use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life.	E	*	*		
Experience of marking for examinations boards	D	*			
Evidence of ability to teach across the whole of the 11-16 age range	E	*			*
Evidence of use of strategies for raising achievement and achieving excellence	E	*			*
Evidence of use of strategies for ensuring inclusion, diversity and access	E	*			*
Highly successful teaching including exam result success at all key stages for at least 3 years	D	*			*
Leadership and Management Skills	Essential / Desirable	A	I	L	R
Ability to prioritise, plan, organise and manage work life balance	E	*			*
Ability to work as an effective team player, understanding the strengths and weakness of others to help team development	E	*	*		
Excellent time management and organisational skills	E		*		
Excellent interpersonal, presentation and communication skills, both written and spoken	E	*	*		*
Ability to manage and deliver own course units and contribute to team taught course units	D	*	*		
Ability to contribute to wider school administration and initiatives	D	*	*		*
Communicating & Influencing	Essential / Desirable	A	I	L	R
Ability to influence desired student behaviour	E			*	
Ability to generate enthusiasm in students	E			*	
Excellent communication skills, able to clarify and explain instructions	E		*	*	
Other skills & Behaviours	Essential/ Desirable	A	I	L	R

Ability to stay calm	E			*	
Empathy with students and sympathetic to their needs	E			*	
Professionally discrete and able to respect confidentiality in particular areas	E				*
Safeguarding Children	Essential / Desirable	A	I	L	R
Committed to safeguarding and promoting the welfare of children and young people (References)	E	*	*		
Equality	Essential/ Desirable	A	I	L	R
The ability to ensure that there is equality of access to educational attainment • All aspects of equality are adhered to	E	*	*		
Personal and Professional Qualities & Attributes	Essential				
• Excellent organisational ability • Ability to organise own teaching resources and activities to deadline and quality standards • Ability to plan, manage, organise and assess teaching objectives • Ability to contribute to the design of subject units, curriculum development and new teaching approaches • Inspire, challenge, motivate and empower the school community to carry forward a shared vision. • Build and maintain effective relationships. • Think strategically, create, maintain and share a coherent school vision. • Manage change, conflict and empower individuals and teams. • Listen to, and reflect on, feedback from others, including colleagues and trustees. • Think creatively to anticipate and solve problems • Prioritise, plan and organise themselves and others • Set & achieve ambitious, challenging goals and targets • Knowledge/understanding, consistency, complete finisher, supportive/loyal/trustworthy/effective communicator, take initiatives, follows up, creates sustainability and motivates.					

Main Responsibilities/Activities:

This document is not designed to be a list of all tasks undertaken but an outline record of the main responsibilities and should be read in conjunction with the accompanying Job Purpose.

More specifically the post holder will be expected to:

Key Responsibilities as a SENDCo

- Lead and manage the provision for students with Special Educational Needs and Disabilities (SEND) across the academy.
- Develop, implement, and regularly review the school's SEND policy, ensuring compliance with relevant legislation and the SEND Code of Practice.
- Identify and assess students with SEND, coordinating appropriate interventions and support strategies.

- Maintain accurate and up-to-date SEND records, including Education, Health and Care Plans (EHCPs) and support plans.
- Monitor the progress and attainment of students with SEND, ensuring interventions have a measurable impact.
- Work closely with teaching staff to ensure high-quality teaching and effective differentiation for students with SEND.
- Provide advice, guidance, and training to staff on SEND matters and inclusive classroom practice.
- Liaise with parents/carers to ensure effective communication and partnership working regarding students' needs and progress.
- Coordinate referrals and work with external agencies, including Educational Psychologists, Speech and Language Therapists, Social Care, and Health Services.
- Manage the annual review process for EHCPs and ensure statutory deadlines are met.
- Contribute to safeguarding procedures, particularly where SEND students may be vulnerable.
- Support transition arrangements for students moving into, within, and beyond the academy.
- Manage the SEND budget and resources effectively to ensure value for money and positive outcomes for students.
- Promote an inclusive culture where all students can achieve their full potential, regardless of need or disability.
- Prepare reports and analyse data relating to SEND provision, outcomes, attendance, and behaviour.

TEACHING

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas taught, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever your specialist subject.
- Demonstrate an understanding of and take responsibility for promoting high standards of numeracy and the correct use of mathematical terminology, whatever your specialist subject.

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Incorporate the use of chrome books and other relevant technology in lessons where appropriate
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; those that are SEN; those who attract Pupil Premium and be able to use and evaluate distinctive teaching approaches to engage and support them in closing any gaps in attainment.

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas you teach, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, giving dedicated improvement times in lessons

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the Academy Behaviour Policy
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly in line with the Academy expectations
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the Academy
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support: being prepared to adapt practice where necessary
- Deploy support staff effectively where appropriate
- Take responsibility for improving teaching through appropriate professional Development, responding to advice and feedback from colleagues

- Communicate effectively with pupils, parents and carers with regard to pupils' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct as defined below:

- Act with honesty and Integrity
- Be committed to collaboration and co-operative working
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Show tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the Academy, and maintain high standards in their own attendance and punctuality.
- Understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

To build positive relationships with Pupils, Trustees, Colleagues, Educational Psychologist, Education Welfare Officer, LEA Specialist, Examiners, Educational Specialists and Outside contractors.

To comply with the requirements of Health and Safety, other relevant legislations and school policies, and understand and comply with the school's equal opportunities policy

All the above duties and responsibilities to be carried out in accordance with Fareham Academy's Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety. Any other duties and responsibilities appropriate to the grade and role

Please note: Academies may hold interviews as and when applications are received, and this job may be withdrawn at any point without notice. You will still be able to add information until the closing date, but you will not be able to submit your application. With this in mind, you are encouraged to apply as early as possible.

Fareham Academy is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, online checks and where applicable, a prohibition from teaching check will be completed for all applicants. In line with our commitments to safeguarding.



Fareham
Academy

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