



## **Pate's Grammar School Foundation and the Richard Pate School ("the School")**

### **Special Educational Needs and Disability Coordinator (SENDCo) and Head of Learning Support**

#### **Information Pack**

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|--------------------|--------------------------------------|
| <b>Title:</b>      | SENDCo and Head of Learning Support  |
| <b>Reports to:</b> | Headteacher                          |
| <b>Employment:</b> | Employed (Permanent)                 |
| <b>Hours:</b>      | Full Time                            |
| <b>Salary:</b>     | Competitive, dependent on experience |
| <b>Start Date:</b> | 1 January 2027                       |

#### **About Us**

The Richard Pate School is owned and operated by Pate's Grammar School Foundation. It is a successful co-ed independent day school (Monday-Friday) for approximately 300 3-11 year olds. The school is set in a beautiful 11-acre semi-rural site on the outskirts of Cheltenham. We offer children a broad education in modern, purpose-built facilities, which includes music, sport, art, languages, drama and a varied extra-curricular programme. The School has an excellent record of admissions to both grammar and independent schools, with around half of our pupils moving on to grammar schools and a large number gaining scholarships to independent schools.

#### **Vacancy Details**

This is a full-time post for a suitably qualified, experienced and enthusiastic SENDCo to join us from January 2027. The successful applicant will lead SEND provision across the whole school, working in close partnership with teaching colleagues, families, therapists and external agencies. They will be highly effective in managing quality provision for children with SEND. There is an opportunity to take on a Deputy Designated Safeguarding Lead role as part of the job. There are no regular teaching responsibilities associated with the role.

**To be successful in this role you must:**

- Be in possession of the relevant degree and qualifications to oversee a SEND department.
- Have Qualified Teacher Status (QTS) and be experienced in the delivery and monitoring of SEND within a school setting - preferably across Early Years, Key Stage 1 and Key Stage 2.
- Have sound knowledge of the SEND Code of Practice.
- Have sound knowledge of supporting pupils with English as an Additional Language.
- Be capable of communicating effectively with pupils, colleagues, parents, visiting professionals and external agencies.
- Maintain accurate records.
- Be committed to professional development.
- Be enthusiastic about being part of a supportive team, prepared to be immersed fully into school life.
- Be respectful of the School's aims and values.

**In return we offer you:**

- A positive working environment with friendly and supportive colleagues.
- A strong commitment to on-going professional development
- Children who are enthusiastic to learn, with outstanding behaviour
- A fee-remission scheme
- Free parking on site and subsidised lunches during term time.
- Access to an Employee Assistance Programme
- Access to a Cycle to Work Scheme.

We expect all our staff to engage in pedagogical reflection and development, and to contribute to ongoing improvements in learning and curriculum design and delivery.

## **Job Description**

To carry out the professional duties of an exceptional SEND Coordinator and Head of Learning Support under the direction of the Headteacher.

### **A. Teachers' Standards**

In addition to the School's general requirements and key responsibilities set out below, teaching staff must also have regard for the Teachers' Standards which are integral to the School's appraisal system.

### **B. Key Responsibilities**

- Able to show an understanding of effective teaching and learning styles and how these can be used to support pupils with SEND and English as an Additional Language (EAL).
- Knowledgeable and understanding of relevant research, national inspection evidence and legislation including the SEND Code of Practice and equal opportunities legislation and how these apply to pupils with EHCPs as well as those without.
- Able to communicate information effectively to parents and to other schools upon transfer and to external agencies.
- Experience supporting the 'whole child' across the curriculum, including specifically with Maths and Literacy difficulties.
- Understanding of the purpose of individual education plans, including their creation as well as their monitoring, implementation and review.
- Able to support other staff in understanding the learning needs of pupils with SEND, resourcing and facilitating for their needs and assist them in raising their achievement levels.
- Organise the Teaching Assistants to deliver intervention strategies for individuals and small groups within the class and oversee monitoring of progress.
- Responsible for updating the SEND and EAL policies and contributing to other policies with relevance to SEND.
- Willing to work with pupils, class teachers and curriculum leaders to ensure that realistic expectations of behaviour and achievement are set for pupils with SEND.
- Able to monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of pupils with SEND.
- Prepared to collect and interpret specialist assessment data gathered on pupils and use it to inform best practice.
- Confident to liaise with Educational Psychologists, Speech Therapists and other external specialists to offer pupils that support if required and agreed by parents.
- Able to always ensure inclusion in the school day.
- Willing to look after the child's physical and personal needs to ensure that child's privacy and equality. Committing to the philosophy and ethos of the school.
- A good working awareness of Health and Care Plans and risk assessments for the SEND child.

- To periodically review Personal Emergency Evacuation Plans (PEEPs) in place for pupils who need them.
- Confident in communicating and working with families to create empathetic and effective working relationships.

### C. Extra-Curricular Programme

The School has a vigorous and varied co-curricular programme and, subject to timetable arrangements, the successful applicant will be expected to deliver additional activities.

Lunchtime and after school activities take place each Monday to Friday during term-time. Activities are usually agreed at the beginning of each term by the Deputy Head Academic.

*All responsibilities outlined in this job specification are subject to review and change from time to time.*

## **Person Specification**

### Qualifications and experience

- Qualified to degree level (or equivalent), holding QTS in the appropriate subject and age range.
- Degree in SEND or equivalent qualification.
- Applicants should ideally have experience teaching Early Years, KS1 and KS2.

### Knowledge and understanding

- Understanding of the latest legislation and research relating to SEND and EAL.
- Up to date knowledge of the characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of learning and achievement for all pupils.
- Thorough understanding of current education policies and practice, in particular relating to Safeguarding, Health and Safety and Equal Opportunities.

### Skills

- Able to teach pupils of all abilities and ages to a high standard, utilising creative classroom teaching skills to promote excellent pupil progress.
- Able to communicate with other members of the team how best to understand and support the needs of the pupils under your direct responsibility.
- Able to communicate with families regarding sensitive information.
- Promote the School's aims positively and use effective strategies to enthuse pupils with a love of learning.
- Create a happy, challenging and effective learning environment.
- Innovative in approach to teaching and learning.
- Proficient in the use of ICT (or a commitment to undergo training to this end).

### Personal characteristics

- Professional in approach and appearance
- Strong interpersonal skills to effectively communicate with colleagues, parents, pupils, visiting professionals and external agencies.
- Good team player, willing to make a full contribution to the work of the department and potentially the extra-curricular programme
- Committed to the protection and safeguarding of children and young people
- Understands and is willing to uphold, the core values of The Richard Pate School
- Well organised with high expectations of achievement and behaviour.

### **Salary Scale and Pension**

The salary will be competitive and according to qualifications and experience. Pension options will be explained at interview.

### **Safeguarding**

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Safeguarding is underpinned by a range of policies and procedures which encourage and promote safe working practice across the School. We make sure that all our staff are trained and supervised to a high standard so they can provide safe, effective practice

All posts are subject to a safer recruitment process which includes the disclosure of criminal records and barring checks, scrutiny of employment history, robust referencing and other vetting checks. Due to the nature of this role being a regulated activity, you will need to complete an enhanced criminal record disclosure (DBS check including Barred List check) and undergo our pre-employment screening. As a regulated sector we are required to undertake online checks and ask for references prior to interview, by applying for this role you are consenting for us to contact your referees. Please note that this role is exempt from the Rehabilitation of Offenders Act 1974 therefore you will be asked to disclose all previous convictions not exempt under amendments to the Exceptions Order 1975, 2013 and 2020.

In addition to an assessment of their ability to perform the duties of the post applied for, candidates invited to attend for interview should expect further discussion relating to safeguarding and promoting the welfare of children.

### **Equality, Diversity & Inclusion**

We are committed to creating and promoting a diverse and inclusive workforce that reflects our community. Applications are welcome from all suitably qualified candidates. We particularly encourage applications from under-represented groups.

Candidates who have a disability or any other special requirements should let the School know if there are any reasonable adjustments they would like the School to make as part of the recruitment process.

### **Further Information**

Up to date information and policies (including 'Recruitment, Selection and Disclosure Policy and Procedure, including Policy on the Recruitment of Ex-Offenders and Recruitment Privacy Notice') may be found on our website, [www.richardpate.co.uk](http://www.richardpate.co.uk).

Should you wish to discuss any of the detail contained within this Information Pack, please contact our Bursary on 01242 522052.

### **How to Apply**

To apply, please download an application form from our website. Please post completed forms to the following address:-

Mrs Lucy Cox - Bursar  
The Richard Pate School Bursary  
Southern Road  
Cheltenham  
GL53 9RP

Or e-mail to: [bursar@richardpate.co.uk](mailto:bursar@richardpate.co.uk)

**Applications must be received by 12:00pm on Monday 21 September 2026.**

Interviews will be held on **Thursday 8 October 2026.**

Start date: **1 January 2027**

NB: CVs will not be accepted in place of an application form, but may be submitted as additional supporting documentation.

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