



THE DIOCESE
OF GLOUCESTER
ACADEMIES TRUST
unlocking potential



SENDCo

Recruitment Pack

Minchinhampton C of E Primary Academy





Dear Applicant,

Thank you for your interest in the post of SENDCo.

Minchinhampton C of E Infant Academy is part of a wider family of schools. Originally established in 2012 as one of the first Diocesan Multi-Academy Trusts, The Diocese of Gloucester Academies Trust is now recognised as a successful and growing Trust. There are currently 25 primary schools within the Trust family, including 23 church schools and two community schools.

I hope the information enclosed in this pack, along with the job description and person specification will provide you with a helpful context for this role. You may also find our school website www.minchacademy.net and the Trust website - www.dgat.org.uk - useful sources of information.

If you would like an informal chat to inform your decision about applying for the role I would be pleased to hear from you. I'm sure you will find that we have much to offer. Details of how to contact me can be found on page three of this pack.

The closing date for completed applications is 10th September 2026 to start on 2nd November 2026, or soon after.

To submit your application please email the completed form to recruitment@dgat.org.uk before the closing date.

Yours faithfully

Nick Moss
Headteacher



The Diocese of Gloucester Academies Trust seek to appoint a

SENDCo

The governing body is seeking to appoint a Special Educational Needs Coordinator (SENDCo). We are seeking an exceptional, committed and resilient SENDCo to join our team at a highly inclusive primary school with above-national levels of SEND and EHCPs.

This is not a typical SENDCo role. It is an opportunity for someone who is:

- Passionate about inclusion
- Relational in their practice
- Relentless in their advocacy for children and families

If you believe that behaviour is communication, that relationships sit at the heart of learning, and that every child deserves the right support to thrive, we want to hear from you.

This role is permanent working 0.7 FTE with working days to be agreed.

Minchinhampton is a forward thinking, innovative school with a strong reputation for pastoral care. The successful candidate will find themselves in a supportive and welcoming environment where their views, their wellbeing and their development are taken seriously.

We are a school that

- Has significantly higher than national SEND and EHCP numbers
- Takes a relational and connection approach, recognising behaviour as communication
- Works closely with families and external agencies to support complex needs
- Is deeply committed to inclusion, equity and ensuring every child succeeds.

This role is ideal for:

- An experienced SENDCo looking for a meaningful, high-impact role
- An aspiring SENDCo ready to step into leadership in a supportive environment
- A practitioner passionate about working in a high-need, high-impact setting

If you are driven, compassionate and ready to take on a role where no two days are the same, we would love to hear from you.

The post is offered with a salary based upon experience with a SEN allowance.

Further details and an application form can be downloaded from the vacancy area of our website www.dgat.org.uk/vacancies

If you would like an informal conversation about the role, please contact admin@minch.dgat.org.uk

Closing date for applications is 10th September 2026.

Other information that might help you decide if this is the role for you

Usual working days and times:	To be agreed
Work environment	Classroom, office, intervention spaces
Dress code:	Smart/Casual
Employee benefits:	Free and confidential employee assistance programme available 24/7 High quality professional development – please see the DGAT Continuous Professional Development and Learning Brochure for more information here: https://www.dgat.org.uk/cpdl-and-events A range of clear and supportive policies.



Please note:

The Diocese of Gloucester Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for the successful candidate. The Trust also requires consent from applicants to carry out online searches of publicly available information, including social media, prior to interview.

All posts are subject to satisfactory references.

Background Information

The Diocese of Gloucester Academies Trust (DGAT) is a Multi-Academy Trust established by the Diocesan Board of Education (DBE) in 2012 to serve schools from across the County. There are currently twenty-two primary, one junior and two infant schools within the Trust. Twenty-three of the schools have Church of England designation.

The Trust is happy to work with schools that are exploring academy conversion and intends to continue to welcome more schools to our family.

Our vision is to enable all to flourish.

Our vision is rooted in our Christian foundation and our belief that all within our family should experience life in all its fullness.

Our aims are to be:

- Authentically Christian
- Boldly passionate about excellence in learning
- Relentlessly driven in our aspiration for everyone

Our core principles:

- We aspire to be the best we can be in an ever-changing environment - providing opportunities for all to flourish
- Within our DGAT family we cherish everyone as individuals; appreciating and celebrating diversity
- We act with integrity; we are open to challenge and we are reflective about our practice
- We treat everyone with dignity and respect
- Through collaboration, in a nurturing community, we grow, learn and achieve

School is Trust and Trust is School

In order to support our family of schools, DGAT provides the following support:

- School Improvement
- Christian Character
- HR and Legal
- Finance and Business
- Premises and Insurance
- Compliance and GDPR
- Governance

Job Description

Job Title:	SENDCo
Responsible to:	Headteacher/SLT
Line Management:	Headteacher
Contract Type:	Permanent

Overall purpose of this post

To lead and manage the provision for pupils with Special Educational Needs and Disabilities (SEND), ensuring all children receive high-quality, inclusive support. The SENDCo will champion a relational, child-centred approach, recognising behaviour as communication and promoting positive outcomes for all learners.

Given the school's higher-than-national SEND and EHCP profile, the SENDCo will play a critical role in coordinating provision, advocating for pupils and families, and ensuring compliance with statutory requirements.

Key responsibilities

- Strategic Leadership of SEND
- Lead, develop and evaluate the school's SEND provision and strategy.
- Contribute to whole-school improvement planning with a strong focus on inclusion.
- Maintain and review the SEND register, ensuring accurate identification and provision.
- Monitor the impact of interventions and provision across the school.

EHCP and Statutory Processes

- Manage a high number of Education, Health and Care Plans (EHCPs).
- Oversee applications for EHCPs, annual reviews, and interim reviews as well as transition onto specialist provisions where necessary.
- Ensure all statutory requirements are met within required timelines.
- Lead on High Needs Funding provision mapping requests and reporting.

- Demonstrate strong knowledge of local authority funding systems and thresholds.

Advocacy and Partnership

- Act as a tireless advocate for pupils with SEND and their families.
- Challenge decisions from external agencies or local authority where necessary to secure appropriate provision.
- Build strong, trusting relationships with parents/carers, particularly in complex or sensitive cases.
- Work collaboratively with external professionals (STEPs, therapists, health services, social care).

Relational Approach & Behaviour

- Promote and model the school's relational ethos, recognising behaviour as communication.
- Support staff in understanding underlying needs driving behaviour.
- Lead on inclusive, trauma-informed practices across the school.
- Guide staff in creating safe, supportive learning environments for pupils with complex needs.

Teaching and Learning

- Ensure high-quality, adaptive teaching for pupils with SEND.
- Support staff with planning, differentiation, and effective classroom strategies.
- Deliver or coordinate targeted interventions where appropriate.
- Track progress and attainment of SEND pupils and report to SLT and governors.

Staff Development

- Provide training and coaching for teachers and support staff on SEND and inclusion.
- Support staff in implementing personalised strategies for pupils.
- Keep up to date with best practice and statutory changes in SEND.

Organisation and Administration

- Maintain accurate, detailed records for all SEND pupils.
- Ensure all documentation is compliant, timely, and well-organised.

- Manage a demanding workload effectively given the high volume of EHCP cases.
- Oversee deployment of support staff to meet pupil needs effectively.

Person Specification

Essential Knowledge and Experience

- Qualified Teacher Status (QTS).
- National Award for SEN Coordination.
- Proven experience working with pupils with SEND in a primary setting.
- Strong understanding of EHCP processes and statutory requirements.
- Experience managing or contributing to a high level of SEND/EHCP caseload.

Skills and Qualities

- Highly organised, able to manage complex and demanding workloads.
- Resilient, determined, and persistent when advocating for pupils.
- Strong interpersonal skills with the ability to build relationships with families and professionals.
- Confident in challenging decisions appropriately and professionally.
- Reflective and solution-focused practitioner.
- Commitment to inclusion and equity for all pupils.

Professional Values

- Strong belief in a relational approach to behaviour.
- Deep understanding that behaviour is a form of communication.
- Commitment to supporting pupils with complex and additional needs.
- Compassionate, patient, and child-centred approach.
- Dedication to improving outcomes for vulnerable learners.

Desirable

- Experience in schools with above-average SEND/EHCP populations.
- Training in neurodiversity, trauma-informed practice, attachment-aware approaches, or similar.
- Leadership experience within SEND or inclusion.