



Shirley Manor

Primary Academy

Working together to achieve excellence

Teacher with SENDCO Job Applicant Pack



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Headteacher's Letter to Candidates



Shirley Manor

Primary Academy

Working together to achieve excellence

Methuen Oval, Wyke, Bradford, West Yorkshire, BD12 8SA Tel. 01274 679320

Website: www.shirleymanor.co.uk Email: office@shirleymanor.co.uk

Head of School: Miss L Bailey

Dear Potential Colleague

I am glad our advert caught your attention and I am pleased to provide you with further information about the exciting opportunity to work with our young learners in our inclusive school. Please find enclosed in the application pack the following to assist you with your application:

- Job Description
- Personnel Specification
- Application Guidance

When completing the application form you need use your personal statement to address the requirements of the person specification, you must meet the essential criteria to be shortlisted. Please note we do not accept CV's the enclosed application form (including a supporting statement) must be completed in full.

We are a school at the heart of the community and we serve many vulnerable families; families who deserve the very best and this is what we aim to give them. The best start in life, the best education, the best teachers and support staff.

We work very closely with our families and parental engagement is high on our agenda. We also work closely with organisations and charities within our community and teach our pupils to be responsible, tolerant citizens; preparing them for life in modern Britain.

To get a glimpse of what life is really like at Shirley Manor please visit our school website www.shirleymanor.co.uk for more information about both our school and the Family of Learning Trust.

If you feel excited about the opportunity to work with us and change children's lives, then we would welcome your application.

Please return your application to the school via email to office@shirleymanor.co.uk by **noon on Friday 19th September 2026**

Applicants who have been shortlisted for interview will be contacted by telephone.

Good luck and best wishes,

Lucy Bailey
Head of School

The Teacher/SENDCO Vacancy



Methuen Oval, Wyke, Bradford, West Yorkshire, BD12 8SA Tel. 01274 679320

Website: www.shirleymanor.co.uk Email: office@shirleymanor.co.uk

Head of School: Miss L Bailey

Shirley Manor School is vibrant one form entry primary school at the heart of the Wyke community. Shirley Manor is part of the Family of Learning Trust and is a key partner working in collaboration with schools across the Trust to drive strong educational development, particularly in schools that face challenging circumstances.

At Shirley Manor we are determined to continue to improve standards and outcomes across the school. We are committed to providing a nurturing and secure environment for our pupils to learn and we are looking for likeminded colleagues to join our school and Trust.

We have following post available to commence January 2027

Teacher with responsibility for SENDCO

Salary: MPR/UPR assessed in accordance with the Trust Pay Policy, plus SENDCO allowance of approximately £3k per annum

Contract Term: Permanent, full time

We are committed to our trust vision of 'Learning Without Limits' and are looking to appoint a qualified Primary SENDCO and exceptional classroom practitioner with the ability to teach across the primary age range. We are looking for candidates who can inspire our learners and have a caring and nurturing approach to their teaching. Experience of working with children with SEND and the ability to adapt and deliver our creative curriculum is essential. You must have relevant recent experience of high-quality teaching across the primary age range with the commitment to raising standards and outcomes for all pupils.

You will have excellent communication and organisational skills to deliver the provision for pupils with Special Educational Need and Disabilities. All applicants will require a comprehensive understating of the SEND code of practice and an up-to-date knowledge of the primary curriculum.

The successful candidate will be able to demonstrate the ability to work within our wider Trust team but most importantly be able to work independently and use their initiative. Candidates must have effective organisational skills and a willingness to contribute to the development of the wider school community.

There are significant opportunities for your professional development through the Family of Learning Trust Schools and we will support your professional journey.

You will be expected to:

- Be an outstanding classroom practitioner with the ability to deliver "Quality First Teaching"
- Hold a current relevant SEND qualification or be working towards it
- Work in a nurturing, creative and inspirational way with high expectations and be committed to raising standards
- Be able to challenge, motivate and support pupils
- Have excellent communication skills and a commitment to working as part of a team

- Be committed to the principles of inclusion
- Have high expectations of behaviour

In return we will offer:

- A friendly, caring and inclusive school community where everyone is valued.
- Enthusiastic children who enjoy learning.
- Excellent teaching facilities which create a vibrant and imaginative learning environment.
- An experienced, supportive and successful team who love to work collaboratively.
- A wide range of opportunities to support you on your chosen career path

The benefit package includes:

- Membership of Teachers' Pension with employer contribution of 28.68%
- An Employee Assistance Programme, offering support and access to resources to help you maintain a healthy work life balance
- Excellent team support and resources to assist with planning and assessment
- Commitment to professional development for all staff recognised through our Investors in People Platinum award.
- Opportunities to work with other schools and groups of schools to share good practice

Please visit our website: <https://shirleymanor.familyoflearningtrust.co.uk/vacancies/> for further information about the school and an application pack.

Please note we do not accept CVs, only a fully completed Shirley Manor Primary Academy application form will be accepted. Please email your application form to office@shirleymanor.co.uk

CLOSING DATE: noon on Friday 18th September 2026

The trustees of the Family of Learning Trust and the Governors of Shirley Manor Primary Academy are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We consistently safeguard children and all posts are subject to thorough safeguarding checks in line with Keeping Children Safe in Education 2026.

We welcome applications regardless of age, gender, ethnicity or religion. The successful candidate will have met the requirements of the person specification and all posts are subject to an enhanced DBS check. Proof of eligibility to work in the UK will be required.



Safer Recruitment at Shirley Manor Primary Academy

Safer recruitment practice aims to minimise the risk of appointing an individual who is unsuitable to work in a post where they would be in contact with children or vulnerable adults and could cause them harm.

Shirley Manor is fully committed to the principles of safer recruitment.

Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with our children. All candidates are expected to understand their own duties and responsibilities in regard to child protection and safeguarding with due relevance to the specific post advertised.

The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions and thus prevent unsuitable people from working with vulnerable groups, including children. It is a criminal offence for a barred individual to be offered (or indeed to apply for, or to accept an offer of) employment in certain designated posts (those which involve working with children in what is defined as regulated activity).

Accordingly, all of the following steps will be taken as part of the recruitment processes:

- ✓ confirmation of identity by sight of original official documents (passport, photocard driving licence etc.)
- ✓ confirmation of professional qualifications (those required to fulfil the post) by sight of original documentation
- ✓ satisfactory references - a minimum of two written references **(one of which must be from most recent employer)** will be taken up prior to interview (the identity of all referees must be open to verification)
- ✓ social media screening on all shortlisted applicants
- ✓ full scrutiny of employment history with clarification to be sought (from candidate or referees as appropriate) in the event of identified gaps or discrepancies
- ✓ all necessary checks relevant to the disqualification requirements relating to childcare in accordance with the 'Childcare (Disqualification) Regulations 2009'.

In line with DBS regulations all candidates for relevant posts are required to provide details of any relevant unspent convictions. Additionally, for those posts involving "regulated activity", all 'spent' convictions must be disclosed under the Rehabilitation of Offenders Act 1974. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

A DBS check will be requested for appointments to all relevant posts and for those involved in 'regulated activity' this will include an additional check of the Children's Barred List. Any conditional offer of appointment will be made strictly subject to both receipt of all required documentation (as specified) and satisfactory verification of all checks as above.

Teacher with SENDCO - Job Description

The information given on this job description is intended to provide both postholder and management with an understanding and appreciation of the workload of this particular job and its role within the organisation.

The job description outlines main duties and responsibilities under broad headings only, as it is not possible to specify every item in detail.

Post: Teacher and SENDCO

Grade: MPR/UPR plus SEND allowance

Main Duties and Responsibilities

To carry out duties as detailed in the current School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and all of Beech Hill School's aims and policies.

SENDCO

- To work under the direction of the Head of School to provide strategic provision for pupils with Special Educational Needs and Disabilities (SEND).
- To develop and oversee the implementation of the school's SEND action plan and SEND policy.
- To develop excellent practice across the school to ensure Pupils with SEND are fully included in the school community and all subject areas – this can be done through both formal and informal observations, book looks, work scrutinies and deep dives
- To work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans and EHCPs.
- To collaborate with class teachers to write referrals to outside agencies
- To collaborate and liaise with professionals outside of the school in relation to reports and actions needed - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists
- To provide regular updates on pupil progress through written reports to Governors and the Senior Leadership Team
- To provide and seek advice, guidance and training to classroom teachers on supporting pupils with SEND.
- To maintain systems for keeping pupil records, ensuring information is accurate and up to date – Edukey and BSquared
- To analyse school, local and national data and develop appropriate strategies and interventions
- With the support of the Head of School, to manage and advise on the school budget and resources for SEN provision
- To assist with performance management meeting for support staff (who work 1:1) to improve pupil progress and attainment
- To lead on all matters relating to SEND and ensure the school meets its statutory requirements according to the SEND framework and Code of Practice.

- To keep up to date with national and local policies related to SEND and cascade information to colleagues.
- To be responsible and accountable for the effective provision of support for the range of needs of the pupils with SEND including publishing policies and information reports on the school website.

Planning, Teaching and Class Management

To teach classes of children throughout the school from Foundation Stage to Year 6 by planning appropriate teaching to achieve progression of learning for pupils through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed.
- Setting tasks, which challenge pupils and ensure high levels of interest.
- Setting appropriate and demanding expectations.
- Setting clear targets, building on prior attainment.
- Identifying pupils with SEND or very able pupils.
- Providing clear structures for lessons maintaining pace, motivation and challenge.
- Making effective use of assessment and ensure coverage of programmes of study.
- Ensuring effective teaching and best use of available time.
- Monitoring and intervening to ensure sound learning and discipline using the school discipline policy.
- Using a variety of teaching and learning methods to meet the needs of all pupils across all subjects.
- Evaluating your own teaching critically to improve effectiveness.
- Managing parents and other adults in the classroom as appropriate.

Monitoring, assessment, recording and reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Mark and monitor pupil's work and set targets for progress.
- Assess and record pupil's progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Prepare and present informative reports to parents.

Other professional requirements are to:

- Have a working knowledge of teacher's professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the school.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute to the life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school.
- Ensure professional development.

- Develop appropriate liaison with all teaching and support staff.
- Liaise effectively with parents and Governors and actively promote their involvement in the life of the school.
- Take on any additional responsibilities that might from time to time be determined.
- Take responsibility for their own professional development and duties in relation to school policies and practices.

The elements contained in this job description are subject to amendments, after consultation, as the needs of the school change.



(A= Application, I = Interview, R = Reference)

	Essential	Desirable	How Identified
Qualifications and Training			
Qualified teacher status	✓		A
Hold the Masters-level National Award for Special Educational Needs Co-ordination or be prepared to work towards gaining this within 3 years of appointment date.	✓		A
Evidence of ongoing or current professional development activities related to SEND and inclusion	✓		A
Other relevant professional qualifications relating to SEND		✓	A
Training in communication approaches, autism-specific strategies or therapeutic interventions		✓	A
Experience			
Successful classroom practitioner in the primary sector demonstrating impact on attainment	✓		A/I
Experience of teaching primary-aged pupils with special educational needs	✓		A/I
Experience of adapting curriculum and assessment to meet individual needs	✓		A/I
Experience of accurately assessing pupil progress and using assessment data to inform future learning opportunities	✓		A/I
Ability to use effective systems and procedures for quality assurance management to support raising pupil attainment	✓		A/I
Understanding of a range of SEND, including autism, communication needs and learning difficulties	✓		A/I
Experience of working within a specialist provision, resource base or special school		✓	A/I
Knowledge and Skills			
Knowledge of strategies to promote good learning, relationships and high attainment for pupils with a range of special educational needs	✓		A/I/R
Knowledge and understanding of the National Curriculum, alongside the ability to deliver a broad, balanced and appropriately adapted curriculum for pupils with a range of special educational needs	✓		A/I/R
Ability to effectively implement behaviour management strategies to support a range of special educational needs	✓		A/I/R
Knowledge of effective teaching and learning approaches, including the principles of Quality First Teaching, and the ability to adapt these to meet individual learning, communication, sensory and emotional needs	✓		A/I/R

Knowledge and Skills			
Ability to develop innovative and creative approaches that enhance learning, communication, independence and wellbeing.	✓		A/I/R
Ability to use ICT skills as an integral part of teaching and learning	✓		A/I/R
Knowledge of effective intervention strategies and adaptive teaching approaches that promote progress, independence and wellbeing for pupils with a range of special educational needs and learning profiles	✓		A/I/R
Excellent interpersonal, oral and written communication skills	✓		A/I/R
Knowledge of up to date statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Safeguarding Children	✓		A/I/R
Understanding of the requirement to foster and maintain links with home, school and other partnerships within the school community		✓	A/I/R
Initiative			
Ability to work autonomously and collaboratively, building effective relationships with colleagues, families and external professionals	✓		A/I/R
Demonstrates strong organisational skills, with the ability to prioritise competing demands and maintain high-quality provision within agreed timescales	✓		A/I/R
Ability to respond proactively to emerging challenges and barriers to learning, implementing appropriate strategies to support pupil engagement and progress	✓		A/I/R
Ability to identify opportunities to develop innovative and creative approaches that enhance learning, communication, independence and wellbeing	✓		A/I/R
Evidence of CPD and commitment to further professional development	✓		A/I/R
Circumstances			
Ability to manage work/life balance, and take steps to pro-actively manage your wellbeing	✓		A/I/R
Committed to Equal Opportunities, Health & Safety, SEND and Safeguarding Children in all their forms	✓		A/I/R
Understands the importance of confidentiality and work in a discreet manner where appropriate.	✓		A/I/R

Application Guidance

Please read these Guidance Notes carefully before completing the application form. The application form is the first step in the recruitment process, which may lead to an interview and the possible offer of a job. It is therefore important that you complete the application form as fully as you can. We do not accept CV's and therefore the information that you supply on the application form is the only information that we consider when deciding whether you should be shortlisted.

General Information

- Please read the job description, person specification, advertisement and any other papers carefully, before filling in the form, and use this information to make your application relevant to the post.
- Please use **black ink** or type your application form – this helps when the applications are photocopied.
- **Do not send a CV with your application** – we believe that asking all applicants to complete an application form ensures fairness and consistency in our recruitment process.
- Do not submit the same application form for more than one job. Tailor each application to fulfil the requirements for a particular job. Please endeavour to keep your application form neat and tidy – the application form provides our first impression of you!
- The selection criteria used for shortlisting are the skills, abilities, knowledge and experience required to do a specific job. No assumptions will be made about these criteria. It is therefore vital that you tell us how you meet the selection criteria.
- Please return the application form by the closing date advertised.

The Application Form

- ✓ **Personal Details** – In accordance with the Data Protection Act and GDPR, the information you provide on the application form will be used solely for the purpose of the recruitment procedure and will not be used or passed on to any third party for any other reason. We prefer to make contact through email, therefore make sure your personal e-mail address is provided clearly and check your inbox regularly after the closing date (and your spam!)
- ✓ **References** – In order to speed up the process of appointment we will make a request for references before we interview you, unless you specify otherwise.
- ✓ **Recruitment Monitoring** – The Family of Learning Trust operates a policy of equal opportunity and fair treatment for employment and development. To assist in monitoring the effectiveness of this policy, and for this reason only, applicants are asked to give details of their ethnic origin, sex and any disability. The information you provide is used solely for monitoring purposes. It will be treated as confidential and will be detached from your application form on receipt. The information will not be seen by those who decide on the list of applicants to be invited to interview.
- ✓ **Education, Qualifications & Training** – Please include all your education, qualifications & training, both informal and formal. You may be asked to produce certificates confirming qualifications at a later stage.

- ✓ **Present/Recent Employment** – Starting with your present employer, please complete this section in date order, beginning with your most recent job and listing all work undertaken, paid and voluntary, since leaving school. Please account for any breaks/gaps in employment history since leaving full time education. Please continue this section on a separate sheet if necessary.
- ✓ **Skills, Abilities, Knowledge & Experience** – This section is the most vital part of the form. You may be one of many people applying for a job, so your application needs to stand out by showing your suitability against the person specification. You should provide **examples** of how you meet the skills, abilities, knowledge and experience identified; these can be non-work based if necessary.

Using Artificial Intelligence (AI) for job applications

Following this guidance will help to ensure a fair selection process for all candidates. One where we assess everyone based on merit alone. AI tools, such as ChatGPT, Copilot and Gemini are changing how people work, communicate and prepare job applications. These tools can be helpful when used in an appropriate way. Although, it is important that they support your ideas, experiences and skills, rather than replace them.

How AI can support you, it can help you to:

- ✓ Refine and clarify your ideas and thoughts.
- ✓ Structure your responses and express your points more clearly.
- ✓ Research the Family of Learning Trust.
- ✓ Summarise information or help you understand our work better.
- ✓ Discover details about the role and education to help you relate the role to your knowledge and experience.
- ✓ Check spelling, grammar, tone, clarity and proofread.

What AI must not be used for:

- To invent, exaggerate or misrepresent your skills or experience.
- To produce generic, copied or generated answers.

Your application, this should:

- ✓ Clearly address the criteria in the Person Specification.
- ✓ Provide evidence of how you meet each requirement.
- ✓ Reflect your genuine experience, skills and achievements.
- ✓ Be personal, specific and based on your own experience.
- ✓ Reflect what you can do and what you have done in the past.

Before you submit your application, we ask you to confirm that the information you provide is true and accurate when you sign your application form, therefore, it should give us an accurate and authentic picture of your skills and experiences.

Note: Applications may be rejected at any stage if we find AI is not used in line with our guidance.

Your interview

We will ask you to give examples from your own experience that show how you meet the criteria.

Why authenticity is important

We are looking for talented candidates who align with our values. Being authentic in your application is vital to determine whether our role is right for you.



The Family of Learning Trust Vision

'Learning Without Limits'

The Principles of our MAT

- A commitment to a culture of lifelong learning for all hence our ethos is 'Learning Without Limits.'
- Relentless pursuit of excellence in all aspects of school life.
- A bespoke curriculum, tailored made to meet the needs of our children with strong links to the community and the outdoors.
- Strong pastoral care for all children. Rigorous and Robust systems for monitoring important areas of school life
- Successful partnerships with parents, families and the local community

Our behaviours

These are our expectations for our staff:

- I am honest
- I am respectful
- I am positive
- I am supportive
- I communicate
- I am flexible

Shirley Manor is a friendly caring school with high expectations for all our pupils. Our children are encouraged to explore, discover and question through a range of exciting learning opportunities both within and outside the classroom. Our curriculum is rich and inspiring and offers pupils a broad range of experiences and opportunities. The staff endeavour to provide a calm and stimulating environment where good behaviour and mutual respect is modelled by everyone and where everyone is valued. Interwoven throughout our curriculum are key 'characteristics of learning' which we hope to instil in our pupils. We encourage children to take risks and teach them that it is ok to fail.