



Bradford
Grammar
School

Candidate Brief

Special Educational Needs and Disability
Co-ordinator (SENDCo)
(Maternity)

bradfordgrammar.com



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About Bradford Grammar School

Founded in 1548, this thriving and forward-thinking independent day school has a proud heritage at the heart of Yorkshire. Educating pupils from Reception to Sixth Form, it provides a transformational experience that combines academic ambition with exceptional pastoral care and a strong sense of purpose.

Academically high-performing, socially inclusive and values-led, the school was described by the Independent Schools Inspectorate as “highly effective across all areas”, with particular recognition given to the clarity of leadership and the strength of its ethos. Expertise, ambition and strategic vision at governor and senior leadership level ensure that high standards, ethical conduct and pupil wellbeing remain central to every decision.

A broad and dynamic curriculum spans STEM, the arts, humanities and sport, encouraging intellectual curiosity, creativity and independent thinking.

Beyond the classroom, an extensive co-curricular programme and meaningful community engagement develop resilience, leadership, social responsibility and global awareness.

Tradition and innovation sit comfortably side by side. Historic spaces such as the Price Hall complement modern facilities including the Clarkson Library, reflecting a school that honours its past while continually evolving to meet the needs of the future. Alumni including Sir Ken Morrison, Alistair and Jonny Brownlee, and David Hockney exemplify its long-standing culture of achievement and character.

Guided by the values of **Excellence, Opportunity and Happiness**, the community is ambitious, supportive and optimistic. It is an exciting time to contribute to a school where tradition and innovation meet, and where staff are empowered to make a lasting difference to the lives of young people.



The Learning Support Department

Bradford Grammar School is a highly achieving academic school which currently has approximately 130 pupils with special educational needs and/or disability (SEND). Many of these pupils have dyslexia but there are pupils with dyspraxia, ADHD, autism and physical needs. Provision for pupils with SEND is a matter for the school as a whole. This includes children who are exceptionally able and those who struggle with some aspects of learning. In addition to the governing body, the Headmaster, the Learning Support team and all other members of staff have important responsibilities for pupils with SEND. All teachers are teachers of all pupils. Teaching such pupils is therefore a whole-school responsibility, requiring a whole-school response.

Information is passed to the Head of Learning Support and SENDCo, prior to the entrance exam. During Year 7, pupils are assessed for Reading and Spelling. This data is used, along with cognitive ability tests, to find any discrepancies between ability and performance levels which may indicate a SEND. Profiles are investigated by the Learning Support Department after seeking parental involvement and subject teacher feedback. Staff in Learning Support are fully qualified to carry out psychometric assessments and parents are requested to discuss concerns with school staff in the first instance. Recommended access arrangements from privately commissioned reports

may not be accepted by the school. Pupils can also be referred to the Learning Support Department from subject teachers, parents and outside agencies. Some older pupils occasionally refer themselves.

If a child has a SEND, then a Learning Support Plan is written and circulated to all subject teachers who are then aware of the pupils' needs. Quality First Teaching is seen throughout the school, reducing the need for interventions. Pupils are encouraged to be open about any SEND issues and develop a mature attitude to their work and to be proactive when requiring any extra help.

A graduated approach is used and provision of individual tuition, small group teaching or a reduced curriculum, can be offered if the subject teacher, Head of Department and Learning Support team agree that this would be useful.

All pupils receive Study Skills sessions and revision tips throughout their school life, both within the subject lessons and also in PHSE sessions. The focus is to encourage pupils to take ownership of their own learning and to promote independence. In Learning Support we can help pupils to develop these skills when they are finding it difficult

Pupils are offered appropriate Access Arrangements where necessary when sitting external examinations.





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Person Specification

- Level 7 or equivalent qualifications in individual specialist assessment.
- Qualifications current and valid.
- Up to date working knowledge of specialist testing materials for screening and analysis and of statutory requirements.
- Excellent inter-personal skills.
- ICT competent.
- Exemplary organisational skills.
- Capable of prioritising a busy workload.
- Empathetic towards children.
- Self-starter, able to work on own initiative.

Job Description

Job Title: Special Educational Needs and Disability Co-ordinator (SENDCo) – (Maternity)

Reports to: Assistant Head – Curriculum

Direct reports: Assistant Head – Learning Strategies
Assistant SENDCo
Learning Strategies Assistant

Purpose of the Role

Overseeing and co-ordinating provision for pupils with Special Education Needs and Disability (SEND) for the Senior School and supporting these children appropriately under the School's SEND Policy.

Accountabilities/Responsibilities

- Identifying pupils with Special Educational Needs and Disability (SEND) and ensuring appropriate resources and support are made available to them.
- Liaising with, advising, supporting and training teaching colleagues, encouraging sharing and evaluation of good practice in learning support.
- Maintaining SEND records for pupils (under the Data Protection Act).
- Liaising with parents in order to develop and implement a joint learning approach and to keep them updated.
- Continually monitoring and evaluating pupils' needs and how best to support them.
- Contributing to the in-service training requirements of the School.
- Liaising with external agencies including LEA Support, Educational Psychology Services, Health & Social Services and other practitioners/bodies.
- Overseeing the daily operation of the School's SEND policy.
- Ensuring the SEND register is updated and distributed to all staff.
- Line managing the Assistant Head - Learning Strategies.
- Keeping up-to-date with SEND Code of Practice and new initiatives by attending appropriate courses.
- Creating, monitoring and regularly reviewing SEND information and Learning Support Plans (LSPs).
- Working closely with all Heads of Year to assess pupils learning requirements following HOY referrals and administering follow-ups.
- Ensuring realistic expectations of behaviour and achievement are set for SEND pupils.
- Organising one-to-one teaching sessions to support pupils' specific learning needs.
- Organising small group teaching sessions to support pupils' specific learning needs.
- Leading assessments of children with SEND.
- Establishing and logging Learning Support Plans (LSPs) and communicating to pupils, parents, Heads of Year, Heads of Department and subject teachers as appropriate.

- Liaising with Bradford Grammar Junior School (Clock House) and feeder schools regarding new SEND applicants.
- Working closely with the Special Educational Needs and Disability Co-ordinator in Clock House.
- Preparing documentation for the annual reviews of pupils with a statement of educational need or Education Health and Care Plan (EHC).
- Advising the School regarding provision, resources, deployment of staff and timetabling in relation to SEND.
- Evaluating new resources and researching new methodologies for assessment and teaching of pupils with specific learning needs.
- Budgetary control in accordance with school policy.
- Attending Heads of Department & Pastoral Team meetings and other meetings as required.
- Registering and leading the Access Arrangements process with the examination boards ensuring that approved access arrangements are put in place for internal School tests, mock examinations and public examinations, in particular online arrangements when processing applications.
- Maintaining a thorough understanding of the current JCQ Access Arrangements and Reasonable Adjustments processes, ensuring the regulations are adhered to.
- Keeping the Exams Officer and Assistant Head, Curriculum informed of any alterations to the list of SEND pupils taking public and internal examinations.

Other

- The SENDCo (maternity) cover postholder will not be expected to do any classroom teaching.
- Undertaking such other duties as may be requested from time to time.

Data Protection

The School's Data Protection Policy is available on the all staff shared drive within the Bradford Grammar School policy section. All job roles within Bradford Grammar School are required to adhere to the School's Data Protection Policy at all times when handling personal data in the course of executing their role responsibilities. Failure to comply with the School's Data Protection Policy may be dealt with under the School's disciplinary procedure and, in serious cases, may be treated as gross misconduct leading to summary dismissal.



What we offer

Bradford Grammar School offers a professional working environment where autonomy is trusted, excellence is expected and service matters, alongside a competitive and carefully considered benefits package.

The salary for the Special Educational Needs and disability Co-ordinator (SENDCo) (maternity) position will be £50,982. You will be enrolled into the Aviva Defined Contribution Pension Scheme where you will receive an **employer pension contribution of 10%**.

The school offers a **wellbeing and employee assistance programme**, including confidential counselling and access to legal, medical and financial advice. Staff also have access to a **pensions adviser**.

Additional benefits include **lunch provided on each term-time day**, use of **on-site facilities** including a swimming pool and gym, and **50% fee remission for children of full-time employees**.

Closing date for applications is **2 June 2026**.





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