



Abbeyfield
School



RECRUITMENT PACK



2025



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School



Welcome

I am delighted that you are considering a career at Abbeyfield School. Our school is a dynamic and thriving community, dedicated to fostering the development of young people. At Abbeyfield, we uphold a vision focused on nurturing students' personal skills and qualities, ensuring they are well-prepared for their future lives as successful, responsible adults.

People have always been at the core of the Abbeyfield educational experience, and I am more convinced than ever that prioritising the development of our staff is essential. We are committed to the continuous professional development of our team, offering dedicated support to ensure that our staff can thrive in their roles. For our students to reach their full potential and make a positive impact, they must be taught by individuals who reflect these values. Our focus on recruiting and professionally developing a diverse range of outstanding staff is key to providing our pupils with strong role models.

Our teaching team is eager to build upon Abbeyfield's growing reputation for excellence. We are a school that is dedicated to delivering an ambitious, broad, and balanced curriculum through high-quality, evidence-informed teaching. Our academic results at both GCSE and A Level remain strong, with student progress consistently above average.

These are exciting times for Abbeyfield. The town of Chippenham is experiencing significant housing development, and our growing reputation has resulted in an increase in pupil enrolment. Consequently, we are set to embark on a three-phase building project that will expand the school by 50%.

As one of only four maintained secondary schools in Wiltshire, Abbeyfield has also begun the process of joining an academy trust. From September 2025, we will become part of The Athelstan Trust, one of the leading educational trusts in the South West.

We warmly invite all those who wish to be part of this exciting new chapter to apply.

We trust that this recruitment pack will provide you with a valuable insight into our unique and supportive community, and I look forward to welcoming successful applicants to Abbeyfield in the near future.

**Mr Nick Norgrove,
Headteacher**

Special Educational Needs & Disabilities Co-ordinator

We welcome applications from primary and secondary specialists

Permanent

Start date:	1st September 2025
Close date for applications:	Monday 28th April 2025 at 9am
Interview date:	TBC
Pay scale:	Leadership Range L6-L8
Number of students on roll:	900

This is an exciting time to join Abbeyfield School. Our 'Good' Ofsted rating (November 2022) highlighted that 'Staff are proud of the school and enjoy working at it. Leaders and governors are supportive of staff's workload and well-being'. As a result, both the leaders and students are looking for high-calibre staff who are committed to delivering outstanding teaching and learning opportunities for all. As of 1st July 2025, we will become an Academy, as part of the Athelstan Trust.

We encourage early applications as we reserve the right to withdraw this advert before the advertised closing date.

The Governors of Abbeyfield School are seeking to make the appointment of a talented and enthusiastic full or part time SENDCO.

The successful applicant will be a member of the Senior Leadership Team.

They will have the exciting opportunity to lead a dynamic Learning Support team who are fully committed to ensuring all staff and students fulfil their potential and continue to enjoy success. They will have additional administration support as well as the support of a highly experienced Assistant SENDCO.

We have spent a lot of time and effort over the past few years developing our curriculum and pedagogical approaches to ensure that all individuals are given the support they require to achieve success. You will be a leader looking to inspire and grow the excellent standards of teaching and learning offered throughout the school.

Abbeyfield is a community school which occupies purpose-built premises. It is situated in a beautiful location within commuting distance of Bath, Bristol and Swindon. The school has had three successful Ofsted inspections and we are proud to offer:

- Excellent students who will work with you to achieve the highest standards
- Strong support and high quality professional development
- A range of excellent teaching facilities - in dedicated classrooms
- A strong leadership team and middle - management support

For a full information pack, please see our website www.abbeyfield.wilts.sch.uk/ under vacancies or if you have any specific questions regarding the post, please contact Mr Norgrove (Headteacher) at jph@abbeyfield.wilts.sch.uk

Applications should be emailed to recruitment@abbeyfield.wilts.sch.uk

Please note due to safeguarding we ONLY accept completed application forms.

Abbeyfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants will be subject to a full Disclosure and Barring Service check before appointment is confirmed.

SPECIAL EDUCATIONAL NEEDS & DISABILITIES CO-ORDINATOR (SENDCO)

Job Description

The key task of the SENDCO is to ensure that Special Educational Needs Disabilities (SEND) provision is efficiently and effectively managed. The range of responsibilities delegated to the SENDCO with regard to provision and coordination is outlined below. It is expected that all legal and statutory requirements are met for students with SEND via the SENDCO.

Core Purpose of the Post

The SENDCO takes responsibility for the day-to-day operation of provision made by the school for SEND pupils and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all pupils.

Main Responsibilities

- To lead the strategic direction and development of SEND policy and provision
- To coordinate provision for pupils with SEND
- To deliver, promote and inspire excellence in teaching and learning
- To effectively lead and manage a team of staff
- To deploy staff and resources efficiently
- To liaise closely with parents, professionals and external agencies

Strategic Direction of SEND Provision

- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning.
- Monitoring the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are co-ordinated, evaluated and regularly reviewed.
- Ensure that the objectives of the SEND policy are reflected in the school improvement plan.
- Liaise with and co-ordinate the contribution of external agencies and professionals. Assist with referrals to health agencies.
- Have up-to-date knowledge of the Code of Practise and National and local initiatives which may impact upon policy and practice.
- Ensure that effective SEND provision is in place prior to the child arriving in Year 7 by working with feeder primary schools.
- Ensure that effective SEND provision and appropriate transition is in place for students moving to post-16 and post-18 education.

Progress and Achievement of Students

- To monitor the achievements, welfare and discipline of students and to follow up the progress reviews, liaising with the pastoral team and parents when appropriate.
- To liaise with subject departments, feeder schools particularly regarding transition, and external agencies such as Exam Boards, EWO, EP, 'Alternative Education' providers etc.
- To co-ordinate the application for exam access arrangements in external examinations in conjunction with the Examinations Officer.

Teaching and Learning

- Influencing the whole Teaching and Learning policy to promote aspects of inclusive teaching.
- Leading INSET regularly and where appropriate; this may include chairing and being a part of working parties.
- Providing opportunities for observation of colleagues/visits to other schools in order to share best practice.
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice.
- Work with pupils, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SEND pupils.
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum.
- Overseeing and monitoring the quality of support plans and one-page profiles and maintaining detailed information for subsequent meetings with parents.

- Develop systems for colleagues to monitor and record progress made by pupils with SEND towards the achievement of targets set in support plans.
- Review support plans with parents, students, teachers and agree and communicate new targets.
- Supporting the Head in meeting statutory responsibilities for EHCP implementations.
- Lead the Annual Review meetings for EHCP students.
- Liaise with the Examinations Officer to ensure provision for exam access arrangements for all examinations is identified and met.

Leadership and Management

- To lead the Learning Support team and to be instrumental in planning for continual improvement and to make a contribution to the evaluation of the work of the department.
- To promote an atmosphere of continuing professional development and to share good practice with colleagues.
- To contribute to the school's improvement plan.
- To support the professional development of all staff, including newly qualified teachers and initial teacher training students.
- To manage effectively all staff connected with the department.
- Advise the Headteacher on all staffing matters within the department.
- To appraise departmental colleagues on an annual basis.
- Encourage all staff to recognise and fulfil their statutory responsibilities.
- Develop proformas for essential repetitive paperwork, in order to create an administrative infrastructure as part of an effective communications system.
- Identifying the training needs of staff and organising/coordinating INSET to be delivered by other professionals.
- Disseminate procedural information such as recommendations of the code of practice or the schools own SEND policy.
- Ensure the establishment of opportunities for SEND Teaching Assistants to review the needs, progress and targets of pupils with learning difficulties.
- Provide regular information to the Head and governing body on the evaluation of the effectiveness of provision for pupils with SEND, to inform decision-making and policy review.

Efficient and Effective Deployment of Staff and Resources

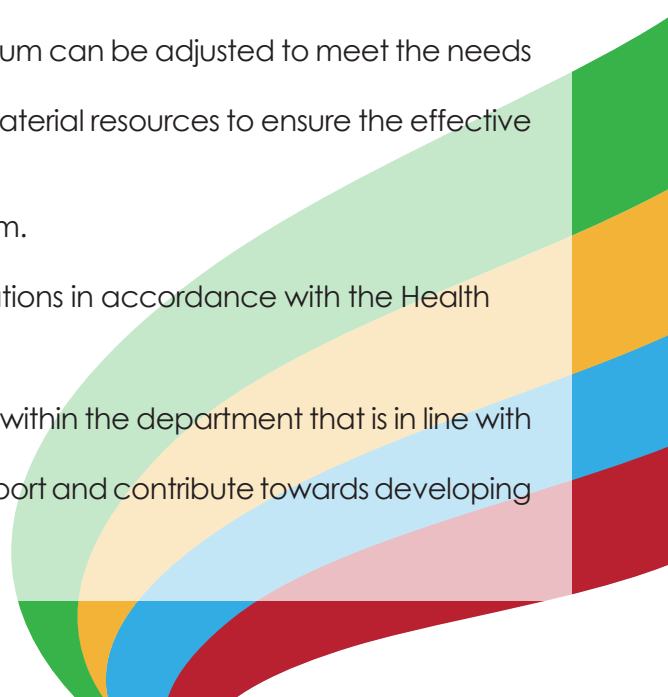
- Draw up the annual department budget and annual Departmental Improvement Plan.
- Provide advice to Head/SLT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND.
- Organise and co-ordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school.

Curriculum

- To ensure that work in support of schemes of work is developed and reviewed regularly in co-operation with all members of the department.
- To support Heads of Department in ensuring their curriculum can be adjusted to meet the needs of pupils with SEND
- To manage the department's financial, teaching and material resources to ensure the effective learning of all students.
- To contribute to the work of the school's Pastoral Team.
- To contribute to the work of the school's Curriculum Team.
- To construct the timetable of the SEND team.
- To contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines.

Ethos and Culture

- To provide leadership in promoting an ethos and culture within the department that is in line with achieving the aims of the school.
- To facilitate, within the whole school, behaviours that support and contribute towards developing the values of the school.



This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document.

All staff have a responsibility for their own health and safety and for that of others who may be affected by their acts or omissions. Staff are required to adhere to all health & safety regulations, guidance and procedures at all times.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS clearance will be required.



SENDCO: Person Specification

Relevant Experience	Essential	Desirable	Identified
Graduate with Qualified Teacher Status (Teacher of Learning Support)	✓		F
SEN Qualification		✓	F
National Award for Special Educational Needs Co-ordination		✓	F

Teaching and Learning

Enthusiastic and exceptional teacher	✓		SS,I,R
Proven success in raising achievement in areas with specific responsibilities	✓		SS,I,R
Experience of middle leadership, as a senior teacher, Head of Department, Head of Year or similar		✓	F
Experience of challenging, developing and enhancing the teaching practice of others		✓	SS,I,R
Track record of raising standards in teaching and learning through effective planning, assessment and record keeping	✓		SS,I,R
Application of ICT to enhance teaching, learning and management		✓	S,I,R
Experience and/or understanding of mixed ability teaching	✓		SS,I, R

Leadership and Management

Recent (last 2 years) experience of significantly raising standards within a school, faculty or department		✓	SS,I,R
Experience of financial management including planning, monitoring and control of budgets		✓	SS,I
Evidence of successful leadership, support and management of others, both individuals and teams, ensuring high quality performance		✓	SS,I,R
Experience of leading a whole school initiative	✓		SS,I,R
Experience of successful management of change, including evaluating problems, developing and implementing appropriate solutions and monitoring effectiveness		✓	F,SS,R
Experience of working with Governors, parents and the wider community.		✓	SS,I

Relevant Skills/Aptitudes

Excellent written and oral skills	✓		F,SS,I,R
Excellent interpersonal skills	✓		I,R
Excellent organisational skills	✓		I,R
Presence – the ability to earn the respect of students, parents and staff	✓		I,SS,R
High level of ICT skills and experience of how new technologies can be used to raise achievement and attainment in all groups of students		✓	L,R
Ability to delegate appropriately and to hold people accountable for that delegated responsibility	✓		SS,I,R
Ability to motivate and lead high performing teams	✓		SS,I,R
Ability work well under pressure and to prioritise own workload and that of others	✓		I,R
Ability to lead and manage own work effectively and take responsibility for own professional development	✓		F,R

Knowledge

Knowledge of the SEND Code of Practice	✓		I,SS
Knowledge of the major issues in teaching, learning and curriculum development particularly in the field of SEN teaching	✓		I,SS
Knowledge of current trends in educational development and management		✓	I,SS
An understanding of, and commitment to, safeguarding	✓		I
Good understanding of the requirements for effectively monitoring teacher effectiveness and measuring standards and outcomes	✓		SS,I,R
A sound understanding of the strategies which help to raise students' achievement and attainment	✓		I,SS
An understanding of data as a tool for improving standards	✓		I

Personal Qualities

Ability to create, inspire and promote a culture of high achievement for all, with all learners achieving their full potential	✓		I,R
Ability and enthusiasm to promote the school's vision and values and it's achievements to the local and wider communities			I,R
Integrity, commitment, flexibility, reliability, enthusiasm, sense of humour and energy to persevere and succeed	✓		I,R
Excellent attendance and punctuality record	✓		F,I,R,SS
Child centred approach	✓		
Commitment to community and parental involvement	✓		I,R,SS
Able to demonstrate personal and emotional resilience in stressful situations	✓		I, R
Commitment to Equal Opportunity	✓		I,SS
A commitment to high expectations for all staff and pupils	✓		I,R

Assessment Key: F = application form, SS= supporting statement/letter, I= interview process, R= reference



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Why work at Abbeyfield?

Here's what our staff say:

"For me when I joined as an ECT1 I was really nervous about coming in - were people going to treat me differently because I was an ECT? That was the furthest thing from the truth. Every single person at Abbeyfield made an effort with me and has gotten to know me and I felt instantly at ease. I enjoy coming to work everyday knowing that I could say hi to anyone and they would respond and have a chat with me and they genuinely care."

"Abbeyfield School is a place where staff are encouraged to grow and reach their potential. It provides opportunities to take on new challenges and responsibilities in a supportive environment, free from judgment or fear of failure. Every idea is valued, offering different perspectives to explore. It's a thriving community and an exceptional workplace"

"I like working here because everyone is so easy to get along with. Its lovely and inclusive, Line Managers/SLT are understanding and approachable, good lifelong friendships have been made here. Students are lovely and there is a calm vibe around the school. There are regular opportunities for progression and enhancing skills. I have never once thought I really don't want to go to work today!"

"It's the people. We get along well in the Humanities department, share similar values and collaborate well. I like seeing them outside of work! The pastoral staff are dedicated and hardworking, supporting students and each other when things are difficult. I can recount numerous times someone has dropped what they are doing to make time for me when needed. I feel valued for the job that I do, and appreciate the understanding afforded when I need time off for my own illness, my children's, or anything relating to family. Career wise I feel that I've been supported to progress, either through help given preparing for interviews elsewhere or the opportunities afforded me here.

And then there's the kids. They're ok. And I think that says a lot!"

"Having only started last week, I have found both the staff and students welcoming, friendly, and helpful. I have felt part of the team from the off."

Benefits:

We are incredibly proud of the culture of success and inclusivity for both our students and staff. We put the wellbeing of our staff at the heart of all decision making and development. Just some of the benefits of working at Abbeyfield:

- **A modern building and facilities**
- **Unlimited use of our fitness suite**
- **On site support for mental wellbeing**
- **A CPD programme that supports your growth**
- **A caring and supporting staff body**
- **An inclusive and student centred culture**



Character Development - The Abbeyfield Learner

At Abbeyfield we believe strongly in supporting our students to become the best version of themselves.

“Good character is not formed in a week or a month. It is created little by little, day by day. Protracted and patient effort is needed to develop good character.

- Herculitus - Greek Philosopher.

‘The Three R’s’ are three key characteristics that we encourage all Abbeyfield students to develop and demonstrate on a daily basis: Responsibility, Respect and Resilience.



RESPONSIBILITY

How pupils approach their life and learning.

RESPECT

How pupils treat themselves, others and the school environment.

RESILIENCE

How pupils cope with what life throws at them.

The Abbeyfield Learner programme ensures pupils have the relevant skills and attributes to be effective learners for their future aspirations. Pupils are rewarded for demonstrating these key characteristics in all aspects of school life. These range from tutor lessons and include extra curricular beyond the school day.

“Character development is as much a part of our curriculum as the academic subject.” - Abbeyfield Learner.



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How to apply

We primarily use E-Teach to advertise our vacancies, but they can also be found on our new website: www.abbeyfield.wilts.sch.uk/vacancies

If you would like more information or to arrange a tour, please contact us on **01249 464500**.

We look forward to meeting you and welcoming you to our fantastic school.





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Reception: 01249 464500
Email: contact@abbeyfield.wilts.sch.uk

Abbeyfield School
Stanley Lane
Chippenham
Wiltshire
SN15 3XB