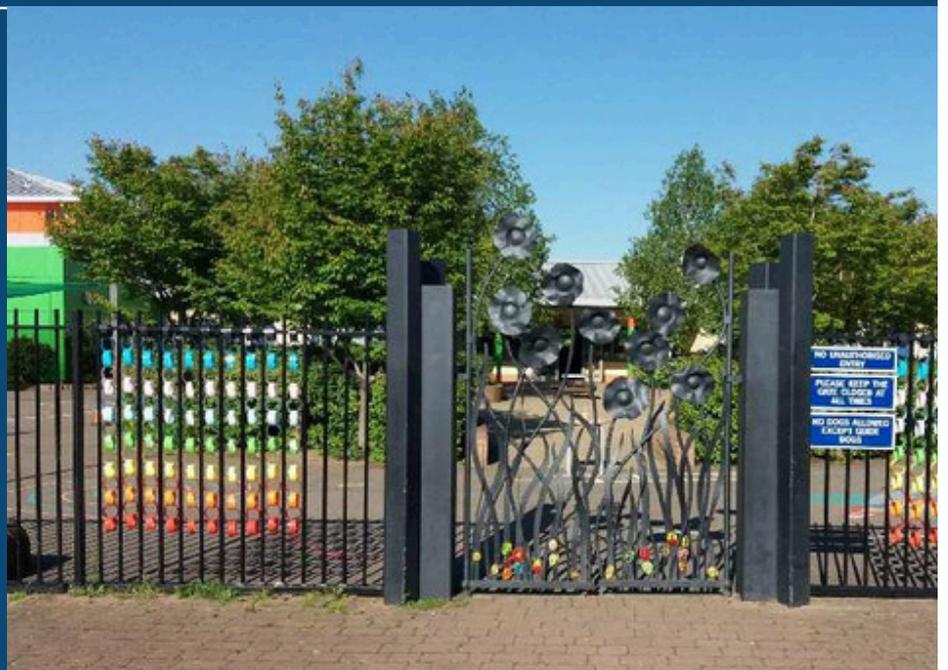




RECRUITMENT PACK SEND COORDINATOR

Primary School

February 2026





WELCOME MESSAGE

Dear Applicant,

On behalf of the Governing Body for Orchard Park Community Primary School, I would like to thank you for your interest in applying for the post of part-time Special Educational Needs and Disability Co-ordinator. We are looking for an enthusiastic and hardworking practitioner to become part of our small Inclusion team. This important role will include overseeing targeted provision for children with additional needs, vulnerabilities, or barriers to learning, the preparation of statutory paperwork, making appropriate referrals, working alongside professionals, supporting parents and families as well as supporting school staff with quality first teaching and ensuring appropriate adaptations within the classroom are made.

The role of the SENDCo is immeasurable and as a learning community, we know that this is a unique and rewarding position within the school. There are many demands on a SENDCo, and therefore we are looking for a non-class-based practitioner who can give the time and commitment needed for this role, without the distraction of classroom responsibility.

We are looking for someone with the ability to work in close collaboration with others, and who enjoys working in a coaching environment. Someone who can work in conjunction with our Inclusion and Wellbeing Leader, to ensure the best outcomes for some of our most vulnerable pupils. The roles of Inclusion Lead and SENDCo work in conjunction to target different elements of the school community, although at times there is some overlap. The Inclusion Leader is also our Designated Safeguarding Leader and is responsible for children in local authority care. They lead mental health initiatives and liaise with our partnership charities Red Hen, Blue Smile and Centre 33. This enables the SENDCo role to be explicitly focused on additional needs beyond mental health and welfare concerns.

As a school, we are proud of our positive and nurturing ethos, where relationships are strong between all stakeholders.

We are a school where:

- children and staff are happy and enjoy being part of our learning community
- wellbeing pervades all that we do
- staff are highly enthused and dogged in their determination to make a difference
- quality first teaching drives everything, with an open door policy that is underpinned by our framework for teaching and learning.
- high standards are achieved, and progress is strong
- there is a clearly articulated vision characterised by high expectations
- children know what effective learning looks like and work to be active in their role
- the curriculum is stimulating, engaging with a clear intent
- learning is meaningful and linked through a cross-curricular approach
- teaching is driven through the excellent use of assessment tools
- parents and the community are a valuable part of the learning journey
- a striking learning environment with excellent resources
- school leaders are effective and work in tandem with the school team
- teaching assistants are exceptional and an asset to the school.

Our recent OFSTED in March 2022 recognised our work with SEND. They said:

Pupils with special educational needs and/or disabilities (SEND) are supported to achieve well. Leaders are proactive and work closely with families and outside agencies to get the most appropriate advice. Pupils with SEND are supported in class using appropriate strategies by skilled adults. This ensures that these pupils can access the planned curriculum as fully as possible.



We are part of the APTGo process, working with Eastern Leadership Partnership to continually strengthen our SEND provision.

We currently have 182 pupils on roll, including 7 with EHCPs and 6 undergoing statutory assessment. Overall, 21% of pupils (including Nursery) have identified SEND, with ASD the most common diagnosis. Our behaviour systems and SEMH support are strong.

Our staff team includes a Headteacher, Deputy Headteacher (job share), eight teachers, eleven teaching assistants, and a nursery nurse. Orchard Park is a diverse school: almost 52% of pupils have English as an additional language (35 languages spoken), and Pupil Premium numbers are above the national average.

Our mission is to empower children to reach their full potential with high aspirations, confidence, respect, and a passion for learning. We are committed to high-quality professional development, offering strong CPD and leadership opportunities for all staff.

The Governing Body and staff share a clear vision of an outstanding school at the heart of the community. We are seeking an excellent practitioner to provide high-quality support for pupils with additional needs, remove barriers to learning, and secure exceptional progress.

This is an exciting opportunity to join a supportive, ambitious school. We welcome visits and encourage applicants to demonstrate how they meet the person specification in their application. For further information, please contact 01223 438200 or alternatively email office@orchardpark.cambs.sch.uk.

We look forward to receiving your application.

Yours sincerely

Mr Robert Fisher
Headteacher



ABOUT OUR SCHOOL

Our school at the heart of the community!

Our school occupies a modern, airy and well- equipped building, on a spacious site, with ample play space, at the north west edge of Cambridge. We try to ensure the school provides a friendly and nurturing environment for our local children.

We are embedded in the heart of a rich and diverse community, and we value and respect that diversity, which is reflected in our pupil population. By understanding our families and their customs and cultures, we believe we can help our pupils grow into confident and caring citizens, able to play an active part in the increasingly complex world beyond school.

OUR MISSION

At Orchard Park, we are driven by our mission statement, which permeates all that we do.

Our school is a place where children are empowered to reach their potential, with the highest possible aspirations and passion for learning. With values and respect, our children are confident to move from our nurturing environment to explore and succeed in the wider world.



The school opened in 2007 with 12 children and a pupil admission number of 15, the school steadily grew as the houses were built in the area. In 2013, the final building extension was completed, and we moved to a one form entry school, with a PAN of 30 . Our current role number is 166, with space to grow to a maximum of 210. We have a nursery class serving children aged 3 and 4. These children attend for either 15 or 30 hours through a range of attendance packages. In September 2023, we restructured the school due to a low census return in October 2022. We currently have 6 classes, with children from reception to year 5 placed in mixed age groups. Since August 2023, we have seen a return of international pupils, meaning that many of our classes are nearly full. As a result, our most recent census captured a number that is equal to previous years. This will mean a funding boost in April 2024.



WHAT STAFF SAY ABOUT OUR SCHOOL

“Orchard Park is very much a Community School with a nurturing environment for everyone. It's a school that truly cares and often goes above and beyond teaching and learning.”

“The staff are a team and live and breathe the same ethos and vision - this is evident in their determination to support the children who attend OP. Staff ensure that the curriculum that we offer is inspirational and where possible based on real, engaging experiences.”

“Everyone really cares for the well-being of the children but also for each other as a team. The school has worked hard to build a strong, positive relationship with the local community.”

“Working at Orchard Park has provided me with many fantastic opportunities. I was lucky enough to complete my initial teacher training and gain my QTS here. The support and guidance I have been given has allowed me to challenge myself and thrive in the teaching environment.”

“Orchard Park has completely transformed the way I teach. I have had excellent opportunities to develop as a teacher through supportive CPD and challenge. The children are keen to learn and a pleasure to teach.”



WHAT THE CHILDREN SAY ABOUT **OUR SCHOOL**

“At Orchard Park, we work as a team and we are always there for each other.”

“The teachers at Orchard Park are helpful, kind, caring, knowledgeable and help us to be the best we can be.”

“I’d love to be a teacher when I am older because I love the teachers at Orchard Park.”

WHAT THE PARENTS SAY ABOUT **OUR SCHOOL**

“All the staff at Orchard Park Community Primary School are brilliant. We have loved being a part of the Orchard Park community and we will miss you come September. Stay incredible all of you. The BEST school ever !”

“Learning is brilliant, the teachers are amazing and positive.”

“This school encourages children to be the best version of themselves.”



HOW TO APPLY



JOB TITLE: SEND COORDINATOR

Salary Range: Main Professional Grade plus SEN allowance

Contract: Part Time

Start Date: September 2026

Closing Date for Applications: Friday 25th April 2026

Interview Date: Wednesday 13th May 2026

If you have not heard from us by Monday 11th May, please note that on this occasion your application was unsuccessful.

School Details:

To arrange a visit to the school please contact:
office@orchardpark.cambs.sch.uk or
Tel: 01223 438200

For further information please contact:
Headteacher: Mr Robert Fisher
Tel: 01223 438200

To apply:

Please complete an application form via My NewTerm.



JOB DESCRIPTION



ROLE OVERVIEW

As a Main Pay Range Teacher, you are expected to meet all Teacher Standards and fulfil the responsibilities outlined in the School Teachers' Pay and Conditions Document. You will work in line with the school's ethos, policies and values, under the direction of the Headteacher, always keeping children at the centre of your practice.

You Will Be Responsible For

- Pupils with EHCPs and additional SEND
- Pupils with SEMH needs
- Pupils with EAL
- Pupils with medical needs
- The effective deployment and management of Teaching Assistants
- Working closely with health and education professionals to secure high-quality provision

Main Duties

- Uphold and contribute to the school's vision, values and inclusive ethos
- Lead and oversee the implementation of the school's SEND strategy
- Carry out duties as outlined in the Teachers' Pay and Conditions Document

SEND and Inclusion

You will:

- Champion inclusion and support staff in meeting diverse needs
- Oversee provision for vulnerable pupils and those with SEND
- Maintain strong knowledge of the SEND Code of Practice
- Use pupil data effectively to set targets and raise achievement
- Identify, assess and review needs, maintaining an up-to-date provision map
- Monitor and evaluate the impact of interventions
- Advise on SEND budget priorities and resource allocation
- Report to the Headteacher and Governors on provision and outcomes
- Ensure staff understand and fulfil statutory responsibilities
- Provide training and guidance for teachers and teaching assistants
- Support staff in meeting EHCP and APDR targets
- Work with senior leaders to plan and evaluate intervention programmes
- Improve provision during unstructured times, such as lunchtime
- Maintain strong internal communication across the school



JOB DESCRIPTION



Supporting Parents and Families

You will:

- Build positive, open relationships with parents and the wider community
- Keep families well informed about progress and provision
- Complete necessary paperwork and attend multi-agency meetings
- Help families overcome barriers to learning
- Contribute to wider family engagement opportunities, including clubs and workshops
- Support pupil engagement, including oversight of homework provision

Safeguarding

You will:

- Uphold the highest standards of safeguarding and child welfare
- Complete required safeguarding and Prevent training
- Follow all school safeguarding policies and reporting procedures
- Administer first aid and medication in line with policy
- Work in accordance with GDPR requirements

Wider Contribution

- Provide PPA cover and general teaching as required
- Deliver assemblies linked to whole-school themes
- Lead an after-school club that promotes inclusion and equal access



PERSON SPECIFICATION

	Essential	Desirable	How identified
QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified Teaching Status • Evidence of commitment to further professional development • National Qualification for SENDCos 	<ul style="list-style-type: none"> • Willingness to undertake NPQ for SEN in September 2026. 	Application form
EXPERIENCE	<ul style="list-style-type: none"> • A record of excellent classroom practice across the age ranges • Understanding of good primary practice and pedagogy • Creating personalised provisions for pupils with EAL, SEND, or who are vulnerable. • Able to use a range of assessment tools to ensure appropriate provision for pupils is in place. • Leading and managing others • Leading training and development • Experience of working in partnership with parents and partners in the local community 	<ul style="list-style-type: none"> • Teaching experience across the whole primary age range in a school judged by Ofsted as good or outstanding. • Experience in the role of SENDCo and Inclusion • Experience of using INSIGHT assessment tool 	Application form Interview References
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> • Strong knowledge of Child Protection and Safeguarding • Understanding of strategies to support SEND, EAL and vulnerable pupils • Knowledge of the SEND Code of Practice and high needs funding changes • Awareness of statutory requirements (Equal Opportunities, Health & Safety, SEND, Child Protection) • Understanding of complex needs, including ASD, ADHD and learning delays • Ability to seek appropriate advice and external support • Knowledge of EHCP statutory processes, including applications and reviews • Ability to collate clear, effective evidence for referrals and applications • Understanding of school performance data and responsive action 	<ul style="list-style-type: none"> • An understanding of the funding support mechanism for SEND. • Understanding of Cambridgeshire's Ordinarily Available Provision Toolkit • Ability to use Liquid Logic and submit an EHA. 	Application form Interview References



PERSON SPECIFICATION

	Essential	Desirable	How identified
SKILLS	<ul style="list-style-type: none"> Coordinate and sustain effective multi-agency support Present specialist information clearly to varied audiences Make sound judgments based on careful evidence analysis Meet deadlines and manage competing priorities fairly Build strong relationships with parents, governors and the wider community Motivate staff and pupils, promoting a love of learning Adapt practice to meet individual pupil needs Develop trusting relationships so pupils' voices are heard Communicate effectively, orally and in writing Reflect on and continually improve professional practice Use ICT confidently to support teaching, learning and communication 	<ul style="list-style-type: none"> An understanding of the school self-evaluation process Competent in the use of Arbor MIS Able to provide INSET for teaching and non-teaching staff. 	<p>Application form</p> <p>Interview</p> <p>References</p>
PERSONAL QUALITIES AND CHARACTERISTICS	<ul style="list-style-type: none"> A strong personal and professional commitment to continuous school improvement and excellence Passionate about raising achievement, attainment and aspirations for every child Keeps children's needs at the heart of all decisions Brings a whole-school perspective and embraces new challenges with confidence Excellent interpersonal and organisational skills Reflective practitioner who is keen to grow and develop Creative and forward-thinking, able to spot opportunities and anticipate challenges Calm, positive and solution-focused under pressure Resilient, adaptable and flexible A supportive and collaborative team player Able to smile when things don't always go according to plan! 	<ul style="list-style-type: none"> Willingness to undertake extra-curricular activities and be involved with the 'extended school'. 	<p>Interview</p> <p>References</p>



CAMBRIDGE

ENVIRONMENT AND TRAVEL LINKS



ONE OF BRITAIN'S MOST FORWARD-LOOKING CITIES WITH A RICH CULTURAL HERITAGE

Cambridge is located in the heart of East Anglia, around 55 miles north of London and 50 minutes by train. It is a city that blends the old and the new, with a world-famous university, first established over 800 years ago, and a thriving location for high-tech industries including and electronics, computer applications and pharmaceuticals, with plans for growth as an international science hub.

Cambridge itself has plenty of parks in the centre and green spaces by the banks of the River Cam which winds its way through the city and is a wonderful leisure resource for punting in the summer.

Cambridge University lends a unique character to the heart of the city with some iconic and beautiful buildings. However, Cambridge is compact so that countryside is not far away.



Cambridge is mostly flat and lends itself to cycling, so that it is home to the most cyclists of any UK city. There is currently a lot of work ongoing to create more dedicated cycle paths around town. There are 5 park and ride sites around the perimeter of Cambridge.

In addition to Cambridge University, which has its own Faculty of Education, Anglia Ruskin provides a second university in the City. Cambridge has excellent and varied amenities for a city of its size, with two main shopping centres including the Grand Arcade with a John Lewis store, as well as two retail parks, a market, a number of theatres, cinemas and music venues and many museums in the area, music and literary festivals to give a rich cultural life. There is a huge diversity of restaurants and cafes locally, ranging from fine dining to the cheap and cheerful which cater to the extensive student population. Details can be found via the link:

<https://www.visitcambridge.org/>

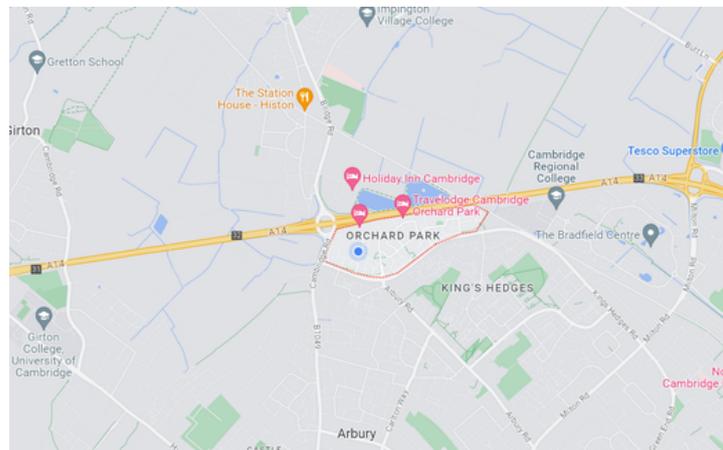


CAMBRIDGE

TRANSPORT LINKS FOR ORCHARD PARK

The school is situated on the North West Edge of Cambridge, 3 or 4 minutes away, by car, from the exit onto the A14.

The Cambridge Guided Busway runs very close to the school, with a bus stop a two minutes' walk away. The Busway also runs to Cambridge North Railway Station with around 10 minutes journey time. The Busway has a route out to the west of Cambridge, connecting with Huntingdon and St Ives and several villages in between. [Routes & Times](#) | [The Busway - connecting Huntingdon, St Ives & Cambridge](#)
It is about 15 – 20 minutes away from Cambridge North railway station by bicycle. Trains from Cambridge North provide direct links to London, Ely and Kings Lynn.



There are two railway stations locally, Cambridge North and Cambridge, with frequent direct trains to London King's Cross and London Liverpool Street. There are good direct links to King's Lynn and Ely, Norwich, Leicester, Birmingham New Street, Ipswich and to Stansted Airport which is about 30 minutes by fastest train or 45 minute by car away from Cambridge. There are coach services to London Embankment and beyond and to major airports.

By car, Cambridge is served by the M11 which leads south to the M25 and London North Circular roads. The A14 runs to the north of the city providing access to Felixstowe in the east, and the Midlands westwards. The A1, which lies to the west also connects with London or routes to the North East. Other major roads are the A10 to Norfolk, the A428 to Bedford and the A1303 to Colchester.



CAMBRIDGESHIRE COUNTY COUNCIL CONDITIONS OF EMPLOYMENT

The successful candidate will be required to satisfy the authority of his/her physical fitness before the appointment is confirmed. In accordance with the requirements of the Home Office and the Department for Education and Skills **the appointment is subject to a clear enhanced DBS check.**

CAMBRIDGESHIRE COUNTY COUNCIL'S POLICY STATEMENTS ON EQUAL OPPORTUNITIES

The Council has issued five policy statements that must be observed at all times and are designed to promote equal opportunities in employment and to encourage applications from minority groups within the community.

At the moment, it is not unlawful to discriminate against candidates or employees on grounds of their age or sexual orientation. However, the Council has gone beyond its statutory obligations and has adopted its own policy to promote equality of opportunity on these grounds. To contravene the Council's equal opportunities policies by acting in a discriminatory way is a disciplinary offence that may lead to disciplinary action.

Statement of Policy to Promote Sex Equality in Employment

This Council undertakes not to discriminate unlawfully, either directly or indirectly, against a job applicant or one of its own employees, on grounds of sex or marital status. All HR policies and procedures are administered so as not to discriminate between employees on the grounds of sex or marital status.

The only exceptions allowed by law are where sex is a genuine occupational qualification that determines selection for a particular job and where sex has to be taken account of as part of a programme of recruitment and training. The Council requires all contractors to comply with the employment provisions of the Sex Discrimination Act 1975 and Equal Pay Act 1970.

Statement of Policy to Promote Racial Equality of Opportunity in Employment

The Council will monitor and review the effectiveness of this policy periodically. It is the duty of all those responsible for implementing the policy to give it full effect, in particular taking account of the Code of Practice issued by the Equal Opportunities Commission. This Council's policy is to ensure that no job applicant or employee receives less favourable treatment by reason of race, nationality, colour or ethnic or national origin; and is not put at a disadvantage by the setting of qualifying conditions or requirements which have the effect of discrimination on racial or ethnic grounds. All HR policies and procedures are administered so as not to discriminate between employees on grounds of racial or ethnic origin.

The main HR policies and procedures affected relate to recruitment, selection, payment, conditions of employment, training assessment, transfer, promotion, discipline, dismissal, and health, safety and welfare. The only exceptions allowed by law are where ethnic origin is a genuine occupational qualification that determines selection for a particular job and where ethnic origin has to be taken account of as part of a programme of recruitment and training. The Council requires all contractors to comply with the employment provision of the Race Relations Act 1976.



CAMBRIDGESHIRE COUNTY COUNCIL CONDITIONS OF EMPLOYMENT CONT.

The Council will monitor and review the effectiveness of this policy periodically. It is the duty of all those responsible for implementing the policy to give it full effect, in particular by taking account of the Code of Practice issued by the Commission for Racial Equality.

Statement of Policy to Promote Equality of Employment for Disabled Persons

The Council's policy recognises that while some disabled people are capable of performing the same job as able-bodied people, others may be limited, to a lesser or greater degree, by their disability in the work that they can perform, but this limitation may be considerably counterbalanced by the skills and effort that they can contribute. Therefore, in fulfilment of this recognition:

in all arrangements for recruitment to vacancies, disabled people will be given full and fair consideration; (if appropriate the services of the local Disability Employment Adviser will be used);

- if necessary and practicable, reasonable adjustments will be made to job requirements to enable suitable disabled persons* to be employed, or a newly disabled employee to continue in employment;
- disabled employees will be given equal opportunity for training relevant to their current job, or for promotion, and will be given special training, if required, in order to have an equal chance of promotion.

The Council is a Disability Symbol User (AKA Green Tick) and as such undertakes to:

- guarantee an interview to all applicants with a disability who meet the minimum criteria;
- consult disabled employees regularly;
- retain employees, where appropriate, if they become disabled;
- improve knowledge/develop awareness of disability; and
- check progress and plan ahead.

Statement of Policy to Promote Equality of Employment on Grounds of Age

This Council has affirmed the policy not to discriminate on grounds of age in job recruitment and selection.

The Council has also recommended to the Government to amend the employment legislation to make it illegal to practise age discrimination in job recruitment and selection.

Statement of Policy to Promote Equality of Employment on Grounds of Sexual Orientation

This Council undertakes not to discriminate unlawfully, either directly or indirectly, against a job applicant or one of its own employees, on the grounds of sexual orientation.



Orchard Park Community Primary School

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Cambridge

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